DOCUMENT RESUME

ED 214 087 CG 015 823

TITLE Report of the Task Force on School Counseling and Guidance in Alberta: Planning and Research.
INSTITUTION Alberta Dept. of Education, Edmonton.
PUB DATE 81
NOTE 337p.

EDRS PRICE MF01/PC14 Plus Postage.
DESCRIPTORS *Counseling Services; Elementary Secondary Education; Evaluation Methods; Foreign Countries; Parent Attitudes; *Program Evaluation; *Pupil Personnel Services; *School Counseling; *School Guidance; School Personnel; Student Attitudes; Surveys
IDENTIFIERS *Alberta; *Canada

ABSTRACT

This document contains a report of a task force formed to evaluate the adequacy and quality of school guidance and counseling programs and services in Alberta, Canada. Although geographically specific, this material could be used in other evaluation efforts. The origins of the study are reviewed, followed by a description of the methodologies chosen by the task force. Findings are reported from a validation sample of Alberta Educational Administrators and trustees who gave firm endorsement to eight assumptions underlying school guidance and counseling programs. Other findings are reported from a survey sample, (N=18,000) representative of students, parents, teachers, principals, counselors, trustees, employers, and Alberta Education Officials and central office administrators, who rated the importance of various services provided by school guidance and counseling programs. An index of adequacy computed for all services and all schools is presented and school visitation data are discussed. Conclusions about the adequacy and quality of services are given along with 23 recommendations of the task force. The appendices contain survey forms and responses, background papers, letters, interview forms, data collection forms, average adequacy indices, and services rated as shared and school responsibilities. (NRB)

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REPORT OF THE TASK FORCE ON SCHOOL COUNSELING AND GUIDANCE IN ALBERTA:
PLANNING AND RESEARCH

Minister of Education

Alberta, Canada
1981

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TABLE OF CONTENTS

PAGE

Executive Summary i

List of Tables xvi

List of Figures xx

CHAPTER I. INTRODUCTION 1

Composition of Task Force 1

Background Papers 2

Instrumentation 2

Field Testing 5

Selection of Respondents 6

Schedule 8

Validation of Assumptions 10

Context and Input Data 10

Visitation Data Collection 11

Subjective Comments 12

Task Force Mandate and Report 12

CHAPTER II. BACKGROUND INFORMATION 13

Alberta 1981 13

Scientific and Technological Change 13

World of Work 14

Population 14

Family 14

Values 15

School Guidance and Counselling 16

History 18

Recent Trends 18

Special Reports 23

PAGE

CHAPTER II. Continued

Popular Criticisms 25

Summary. 26

CHAPTER III. FINDINGS 27

Section One - Validation of Assumptions 27

Section Two - Survey Results 36

Section Three - Services Requiring Development . . . 64

Section Four - School Visitation Data 68

Section Five - Correlational Analysis of Selected Factors Thought to be Associated with Successful Guidance and Counselling-Type Activities 72

Background and Purposes 72

Limitations 73

Operational Definitions 74

Procedures 76

Results 76

Central Office Leader Designation 90

Summary and Conclusions 92

Correlates of Adequacy 93

Correlates of Quality 97

CHAPTER IV. SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS . . 98

Summary of Findings 98

Conclusions 102

Recommendations 103

BIBLIOGRAPHY 111

APPENDICES PAGE

Appendix A

Survey Forms 114

Appendix B

Background Papers 190

Appendix C

Letters to Principals, Trustees, Central Office Administrators and Alberta Education Officials . . . 227

Appendix D

Letters to Employers, Parents, School Counsellors and Teachers 239

Appendix E

Alberta Education News Release 244

Appendix F

Opinionnaire and Accompanying Letter 246

Appendix G

Data Collection Forms for Input and Context Data . . 253

Appendix H

Structured Interview Form 261

Appendix I

Survey Responses (Subjective Comments) 281

Appendix K

Average Adequacy Indices: Services Clusters and Average Adequacy Indices for the Total Sample for Individual Services 294

Appendix L

Responsibility of Schools: Shared and School Responsibility 310

SUMMARY

Report of the Task Force on
School Guidance and Counselling

Alberta Education

1981

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1. Origins of the Study

In March, 1979, the Minister of Education for Alberta directed that information be provided concerning the adequacy and quality of school guidance and counselling programs and services. A task force was established to fulfill this function.

The mandate to the task force follows:

" 1. To identify the desirable elements of adequate school guidance and counselling programs.

2. To assess counselling and guidance programs in schools of Alberta for:
   a) Adequacy, i.e. do the programs offer a full range of services as measured by the identified desirable elements?
   b) Quality, i.e. is the quality of service provided in each of the elements satisfactory?

3. To determine those elements which are in most pressing need of development.

4. To make recommendations to the Minister of Education based on the information collected. "

2. Methodology

The task force employed several strategies to attempt to meet the requirements of the mandate. These were:

1. Review research and commission preparation of background papers.

2. State and validate eight basic assumptions underlying school guidance and counselling programs. The validation sample was composed of approximately 530 educational administrators and school trustees.

3. Identify program elements and assess the importance, degree of school responsibility, frequency of provision, and quality associated with each element and cluster of elements by a large sample of Albertans. The representative sample consisted

of students (junior and senior high), parents, teachers, counsellors, principals, trustees, employers, Alberta Education officials and central office administrators.

4. Provide an operational definition of adequacy.

5. Authorize on site interviews and evaluations by trained observers. Formative and summative assessments were received by the task force from this source.

6. Conduct analysis of relationships between input, context and criterion (adequacy, quality) variables.

7. State findings, conclusions and recommendations.

3. Findings, Conclusions, Recommendations

Summary of Findings

1. A validation sample of Alberta Educational administrators and trustees gave firm endorsation to eight assumptions which underlie school guidance and counselling programs. These assumptions reflected that school guidance and counselling programs should/must:

   1) Enhance the goals of schooling of Alberta Education.
   2) Develop individuality and social responsibility.
   3) Help students become effective problem solvers.
   4) Be available to all students.
   5) Be integrated with the education process.
   6) Be developmental as well as prescriptive or remedial.
   7) Be staffed by personnel with effective planning and evaluation skills.
   8) Provide the separate but related functions of guidance and counselling.

The mean percentage of the sample indicating general or total acceptance of the importance of the eight assumptions was 83.5%.

2. In terms of feasibility, the validation sample tended to be less emphatic; the mean percentage expressing the view that the assumptions were generally or totally feasible in Alberta schools was 46%. Response patterns on this dimension might reflect the tendency for members of the general public (in this case, trustees) to believe that practical implementation of general principles which are acknowledged to be important, is more easily accomplished than educators would acknowledge.

3. Seventy-two percent of the validation sample stated that the assumptions were clear or very clear to them.

4. The large survey sample, representative of students, parents, teachers, principals, counsellors, trustees, employers, Alberta Education officials and central office administrators (total N=18,000) expressed the view that the variety of services generally considered to be provided by school guidance and counselling programs is important. None of the services was rated below 2.7 on a 4 point scale.

5. Services to elementary schools were seen by respondents to be of greatest importance. Students were not part of the respondent group at the elementary school level.

6. Services to students were rated higher by respondents in importance at all school levels, followed by services to teachers, and thirdly to parents.

7. The reader is reminded that all services were rated above 2.7 on a four point scale (Tables 14 to 22). An analysis of services which received the highest importance ratings reveals the following:

Services with Highest Importance Ratings

Target of Service

	Students	Teachers	Parents
Elementary	-effective study habits	-individualize instruction	-deal with learning difficulties
	-better learning skills	-maintain positive attitude	-help child: personal problems
	-positive attitude	-understand individual needs	-understand educational development
Junior High	-study habits -learning habits -attitude toward work -career decision making	-as above	-as above
Senior High	-career planning skills -job search: continuing education -study and learning skills	-as above	-as above

The prevailing concern, as expressed in the importance ratings of services to target groups at 3 levels of education, is that guidance and counselling programs provide services to promote better learning by students, better teaching by teachers and more effective involvement of parents in the child's educational and personal development. There is an evident shift in priorities for services to students as they grow older. Work attitudes, career exploration, decision making and career planning assume greater importance at junior and senior high school levels.

8. In terms of responsibility for provision of important services, respondents tended to assign major responsibility to schools if services related to the needs of the classroom learning situation. Otherwise, they tended to see a shared responsibility with parents, agencies, etc. being involved with the schools. (See Appendix L, main report).

9. Survey results pertaining to provision of important services (top third) by school revealed the following:

Elementary* - A mean percentage of 66% of respondents indicated agreement that their schools provide the services.

Junior High - A mean percentage of 49% of respondents indicated agreement that their schools provide the services.

Senior High - A mean percentage of 57% of respondents indicated agreement that their schools provide the services.

Two trends are of particular significance:

a) The low (relative) rating given junior high schools.
b) Students and parents tended to rate provision of services less frequently than educators.

10. In order to highlight the differences in perception noted above, the task force decided to reproduce Table 29, page 63 in the main report for inclusion in the summary statements.

Table 29

Percent Rating Provision of Services: Level of Education x Subgroups**

	Elementary	Junior High	Senior High
Students	N/A	32 %	34 %
Parents	55 %	35	36
Teachers	87 %	76 %	74 %
Principals	93	87	90
Counsellors	86	89	88
Central Administrators	96	97	86

* The reader is again reminded that students were not part of the sample of respondents at the elementary school level.

** These are mean percentages computed over all services at respective levels.

The consumer groups (parents, students) say that schools are less than 40% effective while the provider groups (educators) say that schools are better than 85% effective. This difference is awesome by virtue of magnitude and consistent across levels of education; it is even more remarkable when one considers the generalized lack of variation on ratings of importance and responsibility among respondent sub-groups.

This vast discrepancy in perception (consumers vs. providers) of services provided by schools points to a problem of the highest order; this matter will be addressed in the section dealing with task force recommendations.

11. An index of adequacy (importance x responsibility x provision) was computed for all services and all schools. Adequacy indices for services are contained in Appendix K. By definition, those services which are seen to be most important and a major responsibility of the school, tend to have "satisfactory" adequacy indices (5.00 or greater). Similarly, though not as frequently, some services rated lower in importance and lower as a school responsibility, attained "satisfactory" adequacy scores because they are highly rated in terms of provision, e.g. "to assist students develop constructive leisure time activities", at the elementary and junior high school levels. One of the difficulties encountered with the notion of "adequacy" as defined by the task force was that all services tended to be rated as important and very few were seen to be a minor responsibility of the school. In addition, students and parents at the secondary school levels tended to rate provision of services much less frequently than the educators in the sample. This meant that adequacy indices obtained by using only students' ratings were lower than those obtained from adults' ratings (see Appendix K), and those obtained for parents are much more similar to student ratings than to educators.

Adequacy indices for schools, computed by averaging across all services for a particular school and including all respondents for that school, revealed that 42 of 110 elementary schools (38%) achieved satisfactory adequacy indices, 10 of 76 junior high schools (13%) and 21 of 86 high schools (24%) achieved overall adequacy indices of 5.00 or greater. As has been indicated, students and parents contributed heavily to the lower adequacy indices at the junior and senior high school levels. Indeed, parents tended to deflate ratings at the elementary school level.

12. A quality index (five point scale) revealed that services, where seen to be provided, obtained mean quality ratings as follows:

Elementary - 3.4 ("rather good")
Junior High - 3.3 ("rather good")
Senior High - 3.1 ("good")

An interesting pattern of intercorrelations among the mean scores (over all levels) on all services in the surveys was observed. These correlations, all of which are statistically significant ($p < .001$), reflect the tendency for important services to be (seen to be) provided by schools and for provided services to be (seen to be) of higher quality.

13. The school visitation data identified seven variables which were related to high adequacy scores at all levels. These were:

    1. Definite assignment of responsibilities.
    2. Time assigned to student services.
    3. Team approach.
    4. Cooperation with community agencies and parents.
    5. Broad, articulated scope of responsibilities.
    6. Principal leadership.
    7. Presence of school counsellor(s).

14. Multivariate analyses which related adequacy and quality scores of schools to selected input and context variables revealed the following:

    1. The six context variables used in the study, on average, were more potent predictors than the 15 input variables selected. The set of six accounted for as much of the variance overall as the 15 input variables.
    2. Population density and school jurisdiction wealth were the most frequently selected context indicators.
    3. The most frequently selected input variables were administrator training, staff training, expenditures per pupil and school-based professional support.

4. School-based professional support was assigned equally often as a predictor of both adequacy and quality. However, adequacy most frequently was identified with expenditure per pupil and staff training. Administrator training was more frequently associated with quality.

5. The search for predictors and sets of characteristics associated with adequacy and quality criteria was most fruitful with respect to: a) senior high schools, b) small/medium sized jurisdictions, and c) schools in jurisdictions without specialist leadership.

Conclusions

The task force wishes to convey its general conclusions with respect to the mandate which outlined its terms of reference (see page 12, main report).

1. The task force believes it has identified the desirable elements of adequate school guidance and counselling programs. While acknowledging that the lists of such elements (services, programs, functions) it has prepared are probably not all inclusive, the task force received strong support from Albertans that all of these elements are important and that many of them are the complete or major responsibility of schools. (p.p. 27-59, main report).

2(a) Adequacy: The task force concludes, regretfully, that many Alberta schools do not provide guidance and counselling programs which offer a full range of services as measured by the identified desirable elements. At the same time, the task force noted that there is wide variability across the total population of schools. The larger urban and small city schools appear to be doing the best job of offering a full range of services. (p.p. 87-89, main report).

(b) Quality: The task force concludes that where services are seen to be provided these services are judged to be of good quality (p.p. 40-50 59-64). There is, however, a wide discrepancy between consumers of services (students, parents) and providers of services (educators) in terms of their respective perceptions of the numbers of services which schools provide. (p. 63, main report).

3. The task force has identified nineteen services which it believes are most in need of further development. (p. 67, main report).

4. The task force has prepared twenty-three recommendations to the Minister of Education based on the information collected. These are contained in pages immediately following.

Recommendations

There is always a temptation to list a long string of recommendations and hope that some of them will evoke action by appropriate authorities. The task force recognizes the limitations of survey data and the instruments it authorized to obtain information. It also recognizes that recurring themes cited by the many respondents probably reflect commonalities of perceptions of needs that must be met if guidance and counselling services in Alberta schools are to be more effective in the 1980's. It is to these recurring themes that the task force addresses its recommendations.

On the basis of information collected in its study and reported in this document, the task force recommends as follows:

1. The task force found clear support from a broad representation of Alberta society for the stated elements of a school guidance and counselling program. The task force expects that Alberta Education will assume a leadership role including provision of sufficient finances to school jurisdictions to ensure that adequate programs exist in all Alberta schools. (p.p. 40-50, main report)

   Particular emphasis must be placed on assisting Alberta schools in attending to the pressing needs identified in this study. Several members of the task force favor ear-marked grants to achieve this goal.

2. Copies of the task force report be made available to all trustees in the province so that local school boards can review the task force report and direct that formative assessments of guidance and counselling services be undertaken at the local district level.

   The purpose of this recommendation is threefold:
   1. Assist trustees to become more aware of the task force report.
   2. Identify additional local needs for services.
   3. Promote constructive change at the local level.

3. The Minister of Education, after due consideration of the report and recommendations, provide the task force members an opportunity for dialogue with him regarding his reactions and proposals.

   The task force has devoted considerable time and energy to formulation of its study, interpretation of data and preparation of its report. It does not consider itself to have fully discharged its responsibility until it reviews these matters with the Minister of Education in order to provide clarification, where required, and to provide impetus for constructive changes which will benefit Alberta students.

4. School trustees and administrators dialogue to clarify whether perceptions of feasibility of underlying assumptions are compatible.

   There is some evidence (see discussion re feasibility of assumptions) that some divergent opinions exist. The task force believes that a process of clarification of such divergence would benefit trustees and administrators.

5. Additional programs and/or resources be provided for parents to assist them to intervene effectively with learning and/or personal problems being experienced by their child. (p.p. 40-50, main report)

   The task force survey revealed this to be a major priority for service. School districts might be well advised to consider offering this service on an individualized basis as children's problems are being considered. Parents often feel quite "helpless" in these situations and some expert guidance from school/other personnel would be constructive. In addition, schools should present annual short seminars for parents on topics such as common development and learning problems among children. Where available, specialist personnel such as school counsellors can provide leadership.

6. Administrators, principals, teachers and counsellors facilitate the involvement of parents in order to develop and maintain a positive relationship with their local school. (p. 71, main report)

   There is frequent mention of the role of parents in schools (counsultants' reports). With proper guidance from school personnel, many more parents might be encouraged to become constructively involved with school activities, on a formal or informal basis. Wide distribution (among schools) of this report will facilitate attainment of this goal.

7. Local school boards be encouraged to provide inservice education and other support for teachers to better their understanding of the art and practice of individualized instruction. (p.p. 40-50, main report)

   Teachers and others in the survey consistently indicated the need for assistance in developing and maintaining such skills.

8. Alberta Education assist school boards to provide bursaries and upgrading opportunities to selected counsellors and teachers in the area of counselling and guidance.

The task force believes that this strategy will assist school boards to better achieve the goal of providing school guidance and counselling programs of high adequacy and quality. The task force encourages school boards to select recipients from existing staff whose qualities are known.

9. Teachers be provided program services to foster an enthusiastic and positive outlook on their work and students. (p.p. 40-50, main report)

   The task force recognizes that teaching is always demanding and frequently draining of energy reserves. Respondents consistently noted that this area is one of great importance. It would appear that teachers themselves should work together with trustees, administrators and others to foster development of programs and resources which will assist in this regard. The phenomenon of "burn out" is but one dimension. Personal and family crises, alcohol abuse, neurotic behavior, are others which might be considered.

10. School guidance and counselling programs in Alberta be characterized by increasing attention to services which related directly to the classroom learning situation. (p.p. 40-50, 56-59, main report)

    The reasons for this recommendation are obvious to the reader who has studied this report. School counsellors must analyze this service area and provide additional assistance to teachers and students. Strategies for attaining this goal will probably be influenced by situational factors. In every instance counsellors are advised to work in partnership with their principals and fellow teachers to establish priorities and plans for implementation of new or modified services.

11. School guidance and counselling programs in Alberta be characterized by a broad services scope. (p.p. 40-50, main report)

    There is significant evidence in the survey data and school visitation data that Albertans expect a broad range of services to be available to them through the schools. School counsellors and principals must be able to articulate clearly the range of services available (either directly, or indirectly, through community agencies) and be able to obtain prompt service when required.

12. Alberta schools should each have a clearly stated philosophy of guidance and counselling. (p. 71, main report)

    The school visitation data indicate that "adequacy" is associated with philosophical clarity. In addition, there is evidence that all staff members must understand their respective roles and responsibilities within the framework of the philosophical statements. Specific programs of services must be clearly stated and made readily available to parents, students, teachers, relevant others. The "assumptions" cited in this report should be used as guidelines.

13. School administrators, especially school principals, must be made acutely aware of their prime leadership role in the provision of guidance and counselling services. (p. 71, main report)

The task force has received evidence that administrators are cardinal elements in provision of guidance and counselling services. This is a well known and long established relationship having been cited by many as important; Dr. John Friesan of Alberta Education highlighted this factor in 1964. It has definite implications for selection and appointment of administrators in schools and school districts.

14. Universities must adapt preservice programs for counsellors and teachers to accommodate services needs identified as priorities by Albertans. (p.p. 40-50, 67, 71, main report)

The task force believes that improved guidance and counselling programs and services will result if university training programs incorporate the foci identified in this report.

15. School boards and professional development groups should provide inservice programs and workshops to accommodate local priority services needs.

The task force believes that a systematic and analytical assessment of local school district programs and services will identify areas of weakness which can be further improved by provision of inservice programs which will enhance skills of counsellors, teachers and others.

16. Alberta Education be prepared to offer increased consultative and evaluative services in guidance and counselling to school districts.

The task force believes that consultants in guidance at regional offices are well situated to provide assistance to school districts.

a) They are external to school districts.
b) They are well trained in this domain.
c) They possess a broad experience background.

d) They are aware of programs and strategies which have been/are successful in similar circumstances in other Alberta school districts.

17. Schools must communicate to students and parents the nature and extent of guidance programs and services available to them. (p. 63)

The task force is concerned that students and parents appear not to be congnizant of programs and services provided by schools. It would be constructive to direct attention to this phenomenon and to involve students and parents in articulation of the scope of services available to them. Concomitantly, educators must reassess their own perceptions of what services schools are providing; the very large gap in perception between consumers and providers must be narrowed substantially if schools are to effectively provide services to the students and parents they serve.

18. The relationship between size of schools and quality of guidance and counselling programs and services be further explored. (p.p. 72-96)

The task force is of the opinion that size of elementary schools may not bear a relationship to quality of services' provision. However, there is evidence that adequacy and quality of guidance and counselling programs are related to size of school at the high school level. Alberta Education should initiate such a study.

19. Alberta Education explore ways to assist Alberta high schools to provide computer assisted career and educational counselling for students. (p.p. 40-50, main report)

Because of the importance associated with this service at the high school level, the task force recommends that full advantage be taken of computer capability in this area.

20. Alberta Education increase efforts to develop curricula and programs to serve students whose needs are not adequately met.

The task force is aware that school personnel, especially counsellors, devote enormous amounts of time trying to assist students whose needs are not being adequately met. For example, the gifted, disadvantaged, reluctant learners, learning disabled, those who find school aversive, are some such students. The task force urges Alberta Education to accept its cardinal role in generation of curricula and programs which will assist students in this regard.

21. School jurisdictions be encouraged to develop innovative and up-to-date guidance and counselling procedures.

The task force is concerned that many Alberta schools appear to provide far less than adequate services. (p. 69) This situation is unsatisfactory and the task force urges school boards to assess their respective guidance and counselling programs and to consider utilization of such strategies as group counselling, peer counselling, teacher consultation, etc., as part of the service spectrum.

22. Students receive more assistance to assess their interests, abilities and goals. (p.p. 44, 48, 67, main report)

Junior and senior high school students must understand more effectively the relationship between self, school and work in order to derive greater benefit from educational and career opportunities available to them. Alberta Education should provide a strong leadership role in this endeavour.

23. The directions, trends and questions which have been surfaced in this study be researched rigorously by other Albertans.

The task force has attempted to assess in a general way the state of school guidance and counselling services and programs in Alberta schools. There are highlights and lowlights, so to speak. Numerous directions for further research are to be found in this report. The task force recommends that these be systematically pursued in experimental fashion, where possible, and that Alberta Education, universities and school districts provide incentives to researchers to seek further clarification.

LIST OF TABLES

TABLE PAGE

1. Number of Items in Questionnaire 4

2. Composition of Nine Questionnaires 5

3. Respondent-Group Breakdown 9

4. Rate of Return of Validation Opinionnaires 10

5. Acceptability Ratings of Assumption One. 29

6. Acceptability Ratings of Assumption Two. 29

7. Acceptability Ratings of Assumption Three 30

8. Acceptability Ratings of Assumption Four 30

9. Acceptability Ratings of Assumption Five 31

10. Acceptability Ratings of Assumption Six 31

11. Acceptability Ratings of Assumption Seven 32

12. Acceptability Ratings of Assumption Eight 32

13. Acceptability, Feasibility and Clarity Ratings Given to Assumptions 33

14. Services to Elementary School Students: Mean Ratings; Importance, Responsibility, Provision, Quality 40

15. Services to Elementary School Teachers: Mean Ratings; Importance, Responsibility, Provision, Quality 41

16. Services to Parents: Elementary Schools: Mean Ratings; Importance, Responsibility, Provision, Quality 42

17. Services to Junior High School Students: Mean Ratings; Importance, Responsibility, Provision, Quality 44

18. Services to Junior High School Teachers: Mean Ratings; Importance, Responsibility, Provision, Quality 45

19. Services to Parents: Junior High School: Mean Ratings; Importance, Responsibility, Provision, Quality 46

TABLE PAGE

20. Services to Senior High School Students: Mean Ratings; Importance, Responsibility, Provision, Quality 48

21. Services to Senior High School Teachers: Mean Ratings; Importance, Responsibility, Provision, Quality 49

22. Services to Parents: Senior High Schools: Mean Ratings; Importance, Responsibility, Provision, Quality 50

23. Sub-Group Means: Most Important Services to Elementary Students 53

24. Sub-Group Means: Other Services: Elementary Schools . . 54

25. Distributions of Responses: Responsibility: Elementary Schools 57

26. Estimates of Service Provision and Quality: Elementary Schools 60

27. Estimates of Service Provision and Quality: Junior High Schools 61

28. Estimates of Service Provision and Quality: Senior High Schools. 62

29. Percent Rating Provision of Services: Level of Education x Sub-Groups 63

30. Services in Most Pressing Need of Development 67

31. Adequacy of Guidance and Counselling - Type Services: Comparisons Among Elementary, Junior and Senior High Schools. Pair-wise Comparisons by School Levels 78

32. Quality of Guidance and Counselling - Type Services: Comparisons Among Elementary, Junior and Senior High Schools. Pair-wise Comparisons by School Levels 78

33. Adequacy of Guidance and Counselling - Type Services: Comparisons Among School Levels by School Size 79

34. Quality of Guidance and Counselling - Type Services: Comparisons Among School Levels by School Size 80

35. Proportions of Differences Among Elementary Schools Associated with Context and Input Factors: Predictors Correlated with Adequacy and Quality of Guidance/Counselling-Type Services and Activities 82

TABLE PAGE

36 Proportions of Differences Among Junior High Schools Associated with Context and Input Factors: Predictors Correlated with Adequacy and Quality of Guidance/Counselling-Type Services and Activities 82

37 Proportions of Differences Among Senior High Schools Associated with Context and Input Factors: Predictors Correlated with Adequacy and Quality of Guidance/Counselling-Type Services and Activities 83

38 Proportions of Differences Among Medium/Small School Jurisdictions with Context and Input Factors: Predictors Correlated with Adequacy and Quality of Guidance/Counselling-Type Services and Activities. . . 85

39 Proportions of Differences Among Large School Jurisdictions Associated with Context and Input Factors: Predictors Correlated with Adequacy and Quality of Guidance/Counselling-Type Services and Activities 85

40 Adequacy and Quality of Guidance and Counselling-Type Services: Comparison Between Rural and Urban School Locations 86

41 Adequacy and Quality of Guidance and Counselling-Type Services: Comparison Between Rural and Urban Location by School Level 87

42 Adequacy of Counselling and Guidance-Type Services: Comparison Among Rural, Small-City and Large-Urban Elementary Schools 88

43 Adequacy of Counselling and Guidance-Type Services: Comparison Among Rural, Small-City and Large-Urban Junior High Schools 89

44 Adequacy of Counselling and Guidance-Type Services: Comparison Among Rural, Small-City and Large-Urban Senior High Schools 89

45 Proportions of Differences Among No-Central-Office-Leader Schools Associated with Context and Input Factors: Predictors Correlated with Adequacy and Quality of Guidance/Counselling-Type of Services and Activities 90

TABLE PAGE

46 Proportions of Differences Among Central-Office-Leader Schools Associated with Context and Input Factors: Predictors Correlated with Adequacy and Quality of Guidance/Counselling-Type Services and Activities 91

47 Adequacy and Quality of Counselling and Guidance: Type Activities: Comparison Among School Levels According to Designation of a Central Office Leader. . 92

48 Prediction of Adequacy: Frequencies of Significant Predictions and Percentages of Variance Accounted for (Stepwise) 95

49 Predictions of Quality: Frequencies of Significant Predictions and Percentages of Variance Accounted for (Stepwise) 96

LIST OF FIGURES

FIGURE PAGE

1 Sub-Group Means: Various Services: Junior and Senior High Schools 55

2 Distribution of Responses: Responsibility: Junior and Senior High Schools, Selected Important Services. . . . 58

CHAPTER ONE

1. Introduction

School guidance and counselling programs have existed in Alberta for many years. The time and resources assigned to them have varied from one school jurisdiction to another and from one year to another. Programs have at some times emphasized individual counselling, and at other times group counselling and classroom guidance. They have in some instances emphasized career education; in others, personal development and social growth received primary attention. Alberta Education has been involved through the development of curricula, the provision of consultative and supervisory services and, at times, through the provision of special funding.

In order to gain information about the adequacy of these various guidance and counselling activities, the present study was ordered by the Minister of Education in March, 1979. On the recommendation of an interdepartmental committee on school guidance and counselling, a task force was established and assigned the responsibility of assessing the adequacy and quality of school guidance services in the province.

2. The Task Force

The task force consisted of ten people, representing eight groups with a major interest in education and school guidance services, as follows:

Mr. Geoff Anderson	Representing	Alberta Advanced Education and Manpower
Mrs. Doris Christie	Representing	Alberta Federation of Home and School Associations
Mrs. Muriel Collins	Representing	Alberta Chamber of Commerce
Mrs. Sondra Goodman	Representing	Alberta Teachers' Association Guidance Council
Dr. Terry Mott (Chairman)	Representing	Alberta Education
Dr. John Paterson	Representing	The Universities of Alberta
Dr. Gerry Porter	Representing	Alberta Teachers' Association
Mrs. Helen Sveinson	Representing	Alberta School Trustees Assoc.
Mr. Will Tebay	Representing	Alberta Teachers' Association Guidance Council
Mr. Rodd Webb	Representing	Alberta Chamber of Commerce

In addition, Dr. Clarence Rhodes acted as Liaison between Alberta Education (Planning and Research Branch) and the task force.

The task force met on eight occasions between March, 1979 and May, 1981. At its final meeting the completed survey report was presented and accepted. In the intervening twenty-six months, it had commissioned the preparation of two background papers and a survey instrument, authorized the field-testing and validation of the instrument, and authorized a province-wide survey of over 18,000 students, parents, educators, school trustees and employers, as well as on-site interviews in schools identified as being particularly adequate or inadequate in their provision of guidance services. Each of these activities will be discussed in greater detail in the pages to follow.

3. Background Papers

In order to assist them in developing a perspective from which to view guidance services in the province, the task force contracted to prepare two reports. (Appendix B)

4. Instrumentation

The task force contracted to prepare a survey instrument to be used in the study. Since it was felt that no existing instrument would be suitable for the present survey, the researchers undertook to develop a new one based on an analysis of various instruments and a review of the literature concerning guidance and counselling functions. A set of 15 criteria was also created to govern the development of the instrument, as follows:

1. Where possible, the same or very similar items would be used to survey various groups of respondents, so that intergroup comparisons could be made.
2. Since the educational level of respondents would vary considerably, all items and directions would be written at a reading level of about grade six.
3. To minimize ambiguity, all items would be clear and specific. To assure that every item had a similar meaning to all respondents, concrete or behavioural examples would be provided where feasible.
4. A questionnaire would require no more than 20 minutes of the average respondent's time.

5. A questionnaire should request no more than 40 to 60 discrete units or "bits" of information. Hence, matrix sampling was required.
6. Respondents would be asked simple and direct questions, and would not be required to keep two or more sets of directions in mind at one time.
7. The format of the questionnaire would be attractive, uncluttered, and simple. Complex formats result in tedium, carelessness, resistance, and a poor rate of return.
8. Ideally, the questionnaire would be instructive to the respondent and would constitute a positive public relations vehicle.
9. To permit maximum freedom of expression, comments would be sought to each item or cluster of related items.
10. A questionnaire would elicit only that information which had demonstrable value in making policy decisions regarding counselling and guidance in Alberta schools. It would not collect trivial data.
11. Items would be worded in such a way as to avoid "begging the question" or eliciting a socially desirable response.
12. To avoid bias in content, items included in the survey would represent a reasonable balance of counselling and guidance related tasks.
13. The format of the questionnaire would provide for ease of tabulation or key punching.
14. Response options to items would be clear and unambiguous, to which respondents could relate easily.
15. The intent of the questionnaire would be to gather opinions and beliefs about counselling and guidance rather than information about the respondent.

These criteria were adopted by the task force on June 14, 1979.

In order to generate a battery of items for potential inclusion in the survey instruments, a review was made of the current literature on the purposes and functions of school guidance programs. Also, more than 30 instruments were examined which have been designed for conducting needs assessments and evaluations. Guidance and counselling functions encountered in this manner were included within an initial pool of items. Items in the pool could be classified according to the target groups of the guidance service or program (i.e., students, parents and teachers). One item which deals with the coordination of guidance activities, however, is related to a multi-target service. This item is noted here to inform the reader of its inclusion in the survey study. Unfortunately, an error caused the item to be misinterpreted at some levels of education and the task force decided to dismiss the item from further consideration. No reference to this item is to be found in the interpretive section of this report.

Efforts were made to achieve some balance among items with respect to the area of guidance concern (i.e., educational, vocational, personal and social). Efforts were also made to achieve some balance among the expected guidance outcomes (i.e., knowledge, skill, attitude and action).

The result of this endeavour was a set of 52 items appropriate for elementary schools, 61 items appropriate for junior high schools, and 61 items for high schools. Items for junior and senior high schools were identical except for references to level of schooling. The items regarding elementary schools included nine fewer items dealing with services to students, but otherwise were identical or comparable to the junior and senior high school items.

Table 1 provides a breakdown of the number of items which deal with services to students, services to teachers, services to parents, and co-ordination, for each questionnaire.

Table 1

Number of Items in Questionnaire

Level of Schooling	Target Groups of Guidance Program				Total
	Students	Teachers	Parents	Coordination	
Elementary	21	18	12	1	52
Junior High	30	18	12	1	61
Senior High	30	18	12	1	61

Using these items, three forms of the questionnaire were developed for each level of schooling, with one-third of the items being assigned to each form. The one "co-ordination" question was included in all three forms at all three levels of schooling. Thus, there were developed nine questionnaire forms to school based and non-school based respondents.

Table 2 provides a breakdown of the composition of the questionnaire forms. Copies of the nine questionnaires appear in Appendix A.

Table 2

Composition of Nine Questionnaires

Level of Schooling	Form of Questionnaire	Number of Items			
		Students	Teachers	Parents	Coordination
Elementary	Form 1	7	6	4	1
	Form 2	7	6	4	1
	Form 3	7	6	4	1
Junior High	Form 1	10	6	4	1
	Form 2	10	6	4	1
	Form 3	10	6	4	1
Senior High	Form 1	10	6	4	1
	Form 2	10	6	4	1
	Form 3	10	6	4	1

5. Field Testing

An initial version of the nine questionnaire forms was subjected to a field test in October and November, 1979. Students in grades eight and eleven in six school jurisdictions completed the questionnaires under the supervision of their teachers, and under conditions similar to those that would exist in the actual administration of the questionnaire later. In some instances, researchers were able to observe students completing the questionnaires and noted possible difficulties requiring further attention. School jurisdictions which participated in the field testing included: Grande Prairie School District No. 2357, Edmonton Roman Catholic School District No. 7, County of Lamont No. 30, County of Parkland No. 31, County of Smoky Lake No. 13 and County of Strathcona No. 20. A total of 700 questionnaires were completed during field testing.

An item analysis was performed on the questionnaire items by Dr. Tom Maguire of the University of Alberta, and an assessment of the level of reading difficulty of the items was undertaken by Dr. Grace Malicky of the University of Alberta and Dr. Bernard Bruner of Alberta Education Field Services.

Appropriate changes were made to the questionnaires where required in the light of the field testing, item analysis, and reading level evaluation described above. Revised versions of the questionnaires were ready for distribution in January, 1980.

It is noteworthy that the field testing was a very useful undertaking. While changes were made to clarify some items, it became evident that item selection and formulation in earlier stages of instrument development had been quite adequate. In fact, only 12% of the items required any substantive revision after the field testing data were compiled and analyzed.

6. Selection of Respondents

Nine respondent groups were included in the survey: students, parents, teachers, school administrators, school counsellors, school trustees, employers, Alberta Education officials, and central office administrators of local school jurisdictions. People in the first five of these categories were expected to respond to the questionnaires in reference to their own particular schools, while those in the last four were expected to respond in terms of schools in general.

Sampling of Schools

Stratified random samples of schools were drawn which are assumed to be representative of elementary, junior high and senior high school populations respectively. To enhance the representativeness of each sample the populations of schools were first stratified and from each stratum every nth school was selected.

Sampling: Elementary Schools

Two stratifying variables were used prior to random selection: enrollment in grade six and type of school system in which the school is located (i.e., large urban, small urban, county or division, and independent districts). Names of schools offering instruction in grade six were placed in the appropriate category (cell) of the matrix formed.

Finally, from each cell every tenth name was selected. The chart below illustrates the procedure and provides the number of schools in the population (N) and the numbers selected for the sample (S).

Enrollment (Grade 6)	Large Urban		Small Urban		Counties & Division		Independent Districts	
	N	S	N	S	N	S	N	S
≤ 20	55	6	8	1	263	26	22	2
21-30	72	7	23	2	71	7	15	2
31-60	165	17	22	2	94	9	30	3
> 60	85	9	15	2	52	5	11	1

For elementary schools, 101 schools were selected in this fashion. Those schools (8) which were private schools were dropped from the sample, leaving 93 schools. These constituted 9.3 percent of the elementary schools population.

Sampling: Junior and Senior High Schools

For junior and senior high schools only one stratifying variable was feasible for use in the initial categorizing of schools. Enrollment in grade nine (for junior high) and in grade 12 (for senior high) was used to cluster the schools. After the schools were grouped by enrollment every nth name was selected to make up the sample. In junior high school every sixth name was selected and this resulted in a sample size of 89 schools (14.64% of the population). In senior high school the first two names in each set of five names were selected (38.8% of the population).

Overall, the sample sizes and proportions using these methods were as follows:

Type of School	Number	Percentage of Population
Elementary	93	9.3 %
Junior High	89	14.6 %
Senior High	104	38.8 %

In the elementary schools selected, parents of selected grade six students were expected to respond. In junior high schools, grade eight students and their parents were expected to respond and in senior high, grade eleven students and their parents were expected to complete the questionnaires. There were potentially 14,986 student respondents Copies of the letters to school principals appear in Appendix C explaining the procedures principals were to follow in distributing forms 1, 2 and 3 of the questionnaires.

In Appendix C a copy of the letter sent to parents along with their questionnaires is included. The instuctions included in the letters in Appendix C also describe the manner in which questionnaires were distributed to teachers and parents for each of the selected schools.

The three respondent groups listed above received questionnaires through the schools. Other "school" respondents included school administrators and school counsellors. Each such educator selected to be part of the sample in the province received a questionnaire (the three forms of each level were assigned randomly).

The "non-school" respondents included school trustees, employers, Alberta Education officials, and central office administrators in local school jurisdictions. All school trustees in the province were asked to complete questionnaires, the various forms of the questionnaires being assigned at random. For the employer respondent group, the Alberta Chamber of Commerce provided the names of its corporate members. Selected officials of Alberta Education's various branches were asked to respond. Finally, for the central office administrators of local school jurisdictions, the membership list of the Conference of Alberta School Superintendents was used. Appendix D includes copies of the covering letters which accompanied the questionnaires sent to these various respondent groups.

7. Schedule

Distribution of the questionnaires commenced on January 28, 1980 and was completed by mid-February. Mailing was done from the School Book Branch, under the supervision of a research assistant. Each form was stamped with the appropriate school code number in the case of those questionnaires to be completed by students, parents and school staff members. Follow-up letters were sent in March to encourage a more complete return, and telephone calls were placed to those schools which hadn't responded by April 1, 1980. In order to publicize the survey, a news release was issued by the Communications Director of Alberta Education on February 1, 1980 (see Appendix E).

Table 3 shows the number of questionnaires distributed to each of the respondent groups, as well as the number and percentage returned.

Table 3

Respondent-Group Breakdown

Respondent Group	Number of Questionnaires Mailed	Number of Questionnaires Returned	Percentage Returned *
Students	14,896	8,843	59
Parents	17,920	5,880	33
Teachers	6,448	2,683	42
School Principals	950	362	38
School Counsellors	713	445	62
School Trustees	900	193	21
Employers	750	189	25
Alberta Education Officials	120	80	67
Central Office Administrators	188	158	84
TOTAL	42,475	18,723	44

* These figures refer to total mailed questionnaires and are the lowest possible estimates.

Completed questionnaires began to be returned in late February. All incoming questionnaires were checked individually to assure proper identification and completion. Questionnaire responses were key-punched during April, so that processing of the data could begin.

8. Validation of Assumptions

In order to determine the validity of the eight basic assumptions underlying the development of the questionnaires, an opinionnaire was developed to be completed by four groups of respondents: school administrators, school trustees, Alberta Education officials, and central office administrators in local school jurisdictions. In total, 2,158 opinionnaires were mailed out, of which 25% were returned. (see Table 4) Copies of the opinionnaire and accompanying letter appear in Appendix F. The opinionnaire asked the respondents to evaluate each of eight statements on three five point scales: an acceptability scale, a feasibility scale, and a clarity scale.

Table 4

Rate of Return of Validation Opinionnaires

Respondent Group	Number Mailed	Number Returned	Percentage Returned
School Principals	950	185	20 %
School Trustees	900	104	12
Alberta Education Officials	120	80	67
Central Office Administrators	188	170	90
TOTAL	2,158	539	25

Detailed comments concerning the results of the opinionnaire appear elsewhere in the report.

9. Context and Input Data

Very little "context" or "input" information was collected from the respondents to the questionnaire. They were asked merely to identify the respondent group which they represented, and to respond to the items in the questionnaire. In addition, each questionnaire completed by a "school" respondent carried the school code number for identification.

There is value, however, in examining context and input data. "Context" information is descriptive of the environment or situation in which counselling and guidance services are provided. It can provide an answer to the question, "In what kind of context is the service highly valued, thought to be the responsibility of the school, likely to exist, and to be of superior quality?". "Input" data provide for an analysis of the personnel, facilities, resources, expenditures, etc.

Context and input data were collected for the 48 schools selected for the Phase II on-site visitations described below. Copies of the forms used for data collection are included in Appendix G. The forms were given to the school principals by the consultants at the time of their Phase II interviews, with instructions to complete them and return them by mail.

10. Phase II: On-Site Visitations

Phase II consisted of on-site visitations to selected schools by Alberta Education Regional Office consultants for the purpose of collecting process data in "high-adequate" and "low-adequate" schools. The visitations took place between May 12 and June 15, 1980, and were preceded by four orientation meetings for interviewers between December, 1979 and early May, 1980, to develop methods for data collection and ensure a degree of consistency among interviewers. The consultants worked in three teams, as follows:

Elementary Schools:	Mr. B. Fossen, Mr. K. McMillan
Junior High Schools:	Mr. G. Cooper, Dr. D. Hepburn
Senior High Schools:	Mr. J. Flaherty, Dr. J. North

An interview instrument was developed and used by each consultant when interviewing administrators, counsellors and teachers in the chosen schools (see Appendix H).

Schools were selected on the basis of their adequacy index scores. A composite adequacy score was used based upon the adequacy indices obtained from all respondents. Essentially, the top ten percent (most adequate) and the bottom ten percent of schools at each level were chosen, except that very small schools with less than one class for each grade, were excluded. Preliminary results of the interviews were presented in June, 1980, with more extensive summaries following in October, 1980.

11. Subjective Comments

Respondents to the questionnaire were invited to add comments if they wished. These comments were abstracted from the questionnaires by a student hired for the summer of 1980 under a STEP program grant. A special form was designed to structure this task such that positive and negative statements were identified as well as the response group to which the respondent belonged. A summary of these subjective comments appears in Appendix I.

12. Task Force Mandate and Task Force Report

The task force has attempted to assess programs and services and report its findings as succinctly as possible. The complete mandate and page references for reported findings follows:

1. To identify the desirable elements of adequate school guidance and counselling programs. (pp. 2-6, 27-72)
2. To assess counselling and guidance programs in schools of Alberta for:
    - (a) Adequacy, i.e. do the programs offer a full range of services as measured by the identified desirable elements? (pp. 68-72)
    - (b) Quality, i.e. is the quality of service provided in each of the elements satisfactory? (pp. 40-50, 59-64)
3. To determine those elements which are in most pressing need of development. (pp. 64-68)
4. To make recommendations to the Minister of Education based on the information collected. (pp. 102-110)

It is recommended that the reader familiarize himself with the total report prior to narrowing his focus to one aspect of the study. There are two reasons for this:

1. An aspect may be discussed in more than one location.
2. Aspects are interrelated and should not be considered outside the context of the whole of the report.

CHAPTER TWO

Some Background Information

1. Alberta, 1981

The year 1980 marked Alberta's seventy-fifth anniversary as a province. The pageantry and celebration marking this occasion were overshadowed by the realization that many of the predicted upheavals associated with new wealth and rapid population growth are already present in the province. Alberta is no longer a slower paced land of cowboys, grazing cattle, clear streams, solitude and agriculture.

The world energy crisis has accentuated the latent value of the province's reserves of oil, natural gas and coal. Development of the petroleum resources has accelerated at an unprecedented pace. Jobs are plentiful and technology leads the way. Thousands migrate to Alberta each year, and there has been a pronounced shift to urbanization. Some of the salient changes which are occurring or have already occurred are outlined in the following paragraphs.

The reader should be aware that employment opportunities provide positive benefits as well as negative features. The task force does not wish to paint a bleak picture which does not contain the optimism and spirit of opportunity which characterize Alberta at the present time. The balance between development of resources and preservation of the environment is delicate; the emergence of new patterns of social equilibrium as population growth accelerates does require time and adaptation; the problems associated with rapid growth and development will be resolved by alert and tenacious Albertans of today and tomorrow. Alberta is truly a new land and the challenges of today are part of a heritage that will yield rewards in the future.

2. Change

a) Science and Technology

Alberta is rapidly becoming a world leader in the areas of science and technology which relate to petroleum resource development and allied petrochemical processing. The City of Edmonton is the transportation and communications hub for activity in the north; Calgary is the centre of business related to exploration, data processing and pipeline activity. New universities (Calgary, Lethbridge, Athabasca) have been chartered and the major technical schools (N.A.I.T., S.A.I.T.) are expanding to meet the need for trained personnel in the agriculture, petroleum, and construction industries.

b) World of Work

Employment in Alberta in the late 70's to the present time is at an all-time high. Statistics Canada regularly verifies that which is seemingly the case, i.e. job opportunities are available in the province. This is particularly true for persons who are skilled in a trade or technology, or who have professional or managerial skills.

New jobs appear and some old ones become obsolete. Retraining is often necessary and Canadian employment experts have been educating the populace to accept retraining and relocation as facts of life in the country. The employment opportunities in Alberta act as a catalyst which promotes immigration to the province.

c) Population

Statistics Canada reports that in the one-year period ending January, 1979, Alberta's population increased by 55,400 persons. Most of this growth is attributable to the migration of Canadians who are searching for work and finding it in Alberta, and to immigrants from other countries who are lured to Alberta for the same reason after they arrive in Canada. The City of Calgary is projected to be the home of one million souls by the mid 90's; Edmonton is experiencing growth at the same pace. If present trends continue, Alberta could double its 1970 population early in the next century.

d) The Family

There is increasing evidence that the pressures for survival in a growth dominated province are causing some cracks in the armour of the family unit. For example, Alberta has one of the highest divorce and suicide rates in Canada. Also, most urban families are characterized by two working parents so that children do not have the close and continuing contact with parents that was once the case. The extended family unit is also a rarity since relatives generally live in other provinces or countries. Many young Albertans have never met their cousins, aunts, uncles or grandparents.

The "latch-key" child is a common phenomenon and television constitutes a non-human companion after school hours and prior to the evening meal. Financial and social pressures often result in marital discord and marriage breakdown. The old adage that "Every rose has a thorn," seems to be as true now as it was when it was first phrased. Prosperity, too, has its price.

e) Values

Contemporary values seem to be characterized by greater relativism, perhaps expediency, than was the case twenty or thirty years ago. Pluralism and tolerance have increased in influence while the value of rugged individualism has declined. We live in an era of immediate gratification which is facilitated by plastic credit cards. There is no longer a need to save for a purchase, nor is there a need (or desire) for cash. The credit business is closely related to the success of the economy so it seems to be a "good" thing if wisely used.

On the other hand, the noxious habit of cigarette smoking is being removed from the glamorous pedestal on which it was placed during and after the Second World War. There is also evidence that Canadians are taking greater interest in physical fitness and outdoor activities.

Christian religions and belief systems have experienced some major transformations over the last couple of decades. Some might argue that these changes were related to form rather than substance, but few would disagree that intra and interdenominational tolerance have increased.

f) Counselling and Guidance

Alberta schools have been hard pressed to meet the challenges provided by rapid population growth as well as those provided by changes in science and technology, the work force, the family and general values, among others. Tremendous growth, quantitative and qualitative, has been/is now occurring in Alberta Education. One area which represents a direct evolvement of the growth and change characteristic of Alberta society is the field of school guidance and counselling programs and services. The history of some of the highlights of the development of counselling and guidance services in Alberta schools follows.

3. School Guidance and Counselling Service: Some Highlights

Not unlike other Canadian provinces, formal adoption of guidance and counselling began in Alberta schools after World War II, and was almost solely influenced by practices in the United States. Although much of the guidance and counselling function was the prerogative of teachers and administrators, some school jurisdictions began hiring specially trained people to fill guidance and counselling positions. Van Hesteren (1971) reports that, by 1949, counsellors had been appointed in high schools in Medicine Hat, Lethbridge and Red Deer, and supervisors of guidance had been appointed in Calgary and Edmonton. The Guidance Branch of the Department of Education was established in 1947.

By the mid 1960's guidance subjects were available to students in both junior and senior high schools. Graduate schools for counsellor education had been established in Alberta universities and many school jurisdictions employed counsellors who were professionally educated for this specific task. The number of people availing themselves of counsellor training was enhanced by special grants provided by the Federal government for the education of "vocational" and "educational" counsellors. During the 60's the Guidance Council, a professional association under the aegis of the Alberta Teacher's Association, was established. To provide direction for its members, the Guidance Council set out A Rationale for Guidance and Counselling in Alberta Schools in 1963. The rationale dealt specifically with objectives, goals and strategies for guidance and counselling. The Guidance Council holds annual conferences for its members and established a regularly published news bulletin in 1969. This later became the Alberta Counsellor and the Alberta Counselletter. In 1971 the first annual counsellor leadership seminar was held in Edmonton.

In the early 70's an updated rationale for guidance and counselling was set forth by the Counselling and Guidance Branch of Alberta Education. Its major thesis was that "school counselling in Alberta constitutes a triple opportunity for youth:

1. an opportunity of understanding,
2. an opportunity of planning,
3. an opportunity of becoming." (page 10)

The rationale illustrated and provided suggestions of how this triple opportunity plan for youth could effectively function in elementary, junior and senior high schools through the provision of assistance to students, school staff and parents, and through the coordination of community resources.

Various studies during the 70's indicate a slow increase in numbers of counsellors employed in Alberta. The first study of this period was by Altmann and Herman (1971), who examined the status of elementary counselling through questionnaires circulated to school superintendents. They found that for the 1969-70 school term, 62 people were employed in an elementary counselling capacity serving 205,671 elementary students. Of these 62 people, only 10 were trained as elementary counsellors. Fifty-two (52) were visiting teachers or consultants. Thirty-three (33) of the 62 had masters' degrees, two had Ph.D.'s, the remainder had lesser qualifications. The ratio of 62 people to 205,671 elementary students was described by the authors as somewhat awesome.

Another study by Herman and Altmann (1972), reported in the Alberta Teachers' Association Magazine of January, 1972, found that there were 526 counsellors employed in Alberta. Of these, 251 were employed full time. Fifty-three (53) of these counsellors were employed at the elementary level, 224 at the junior high school level, 209 at the senior high school level and 40 were generalists; that is, they were employed at more than one level.

In a similar study conducted by Mott (1972), Supervisor of Guidance and Counselling for Alberta Education, it was found that there were 558 counsellors in the province in the 1971-72 school year. Approximately 60% of these had a counselling diploma or better qualifications. In a further survey conducted by Mott (1976) for the school year 1975-76, it was found that there were 612 counsellors employed throughout the province. The most recent study comes again from Mott (1978), in which he reports that there were 639 counsellors employed in the Province of Alberta during 1977-78. Of these, 227 were devoting full time to counselling and approximately 400 were devoting half-time or more than half-time to counselling. These reports would indicate that there is a slow but definite growth in the number of counsellors employed in Alberta schools during the 1970-80 decade. It is notable that this gradual increase in the number of counsellors occurred at a time when student enrollments were declining slightly or showing little growth.

Recent Trends in Counselling in Alberta

Perceptions of the role of counsellor have been studied from many different sources. One of the first such studies reported in the 70's was by Herman, Altmann and Sears (1971). They surveyed school superintendents of Alberta and found from the responses received that personal counselling ranked highest in the list of duties of counsellors. They also found that the best done of all counselling services was educational and vocational counselling. Staff consultation was the item that was selected by superintendents as requiring the greatest improvement. In general, the study indicated that superintendents view their counsellors as performing worthwhile functions but that these functions must be extended and improved. They said:

> "It would appear that Alberta counsellors can function effectively within the existing administration, but desirable changes are contingent upon the counsellor's knowledge of his role and the development of a strong guidance program at the local level." (p. 270)

Mott's (1971) study entitled "Perceptions of the High School Counsellor Role in Alberta" investigated perceptions of the high school counsellor between and among groups of counsellors, teachers and principals in 92 schools in Alberta, both rural and urban. The results revealed that:

1. Counsellors, teachers and principals agreed on the role function of the secondary school counsellor.
2. Differences were found between the teacher group and the counsellor group, and between the teacher group and principal group in the implementation of those functions.

Mott assumed that a major reason for this may be due to a lack of communication of the counsellor with teachers and principals about what she/he does, and also a lack of developing a role description for implementation. He recommended that counsellors should produce a written description of the philosophy and objectives of guidance programs and make this known to school personnel.

The result that counsellors, teachers, principals agreed on the role and functions of secondary school counsellors, is somewhat contrary to other research reported. A study by Hengel (1970) addressing the role of the counsellor in Alberta high schools as perceived by counsellors, counsellor educators and principals, found that there were differences of role perception among these three groups. In another study done by Brown (1974), differences of opinion were found between a counsellor and his administrator, and between a counsellor and his client regarding counsellor roles. A study by Laughren and Herman (1975) investigated differences between daughters' and their mothers' perceptions of the role of the school counsellor. Significant differences of mothers' and daughters' perceptions of counsellor roles were indicated; however, both mothers and daughters viewed educational and vocational problems as the most suitable areas in which to seek counsellor help.

Paterson (1970), commenting on the counsellor image in Alberta, stated that one of the main problems in Alberta has been gaining wide acceptance among teachers and school administrators. Paterson cautioned that counselling is an auxiliary service as the purpose of education has to do with instruction. "To do this we need open lines of communication with children, parents, principals, and teachers." (p. 40). Consequently, the school counsellor has the responsibility to keep other professionals informed about what he is doing. Paterson (p. 40) concludes:

> "To ignore responsibility is to invite unfair criticism and endanger our image not only in one school, but throughout the province."

In a later article Paterson (1972), in discussing accountability and the future role of the counsellor, stressed that counsellors are people workers. He feels that if people in education are going to be accountable, they must make some clear objectives and goals and strive to reach them. With this in mind he outlined some objectives for future counselling.

Massey (1973) in summarizing Paterson's (1972) suggestions, supports him as promoting counselling as a person-centered profession, concerned with community, school and human needs. It is the counsellor's duty to help to really bring about equal opportunities for all children in Alberta. Lastly, she suggested there is a trend to realistic counselling in that what counsellors do has to make sense to professional and lay people alike. It not only has to make sense, but people have to be able to see the value of what counsellors do.

West (1972), in responding to Paterson's article on accountability, stated that counsellors have acquired a public image which has the potential to destroy them. Massey (1973) writes:

> "Counsellors are confused about their roles and goals, and their competence is questionable because they are unable to demonstrate whatever effectiveness they may have." (p. 38)

West (1972) feels the status of counselling in our schools is tenuous and there is a lot of hard work to be done, but counsellors are equal to the task and can meet the demand for accountability.

Quinn (1972) also commented on school counselling services and accountability. Viewing the counsellor as a part of the educational team, he feels the counsellor does have some special skills which are to be utilized in the school but his acceptance by and relationship with other staff cannot be facilitated if he promotes a mystique of clinical psychotherapist. Quinn observed that an important part of the accountability schema for counsellors, often overlooked, is the mutual cooperative effort exercised in the counsellor's relationship with parents, community and other agencies.

Nichols (1970) has commented on the role of the counsellor in staff development. His view is that guidance goals coincide with those of education generally and, consequently, every school staff member has responsibility for, and involvement in guidance. Massey (1973) reviews Nichols' suggestions and furthers his concept of the counsellor's role as one of working cooperatively with other staff members to develop both themselves and the guidance program.

Hassard and Costar (1977) concluded that there was a definite difference between perception of ideal counsellor roles held by principals and counsellors. While there was considerable agreement as to the functions of the counsellor, there was much disagreement on the school counsellor's role. Principals saw the counsellor's role largely as one of administrative support. Their perspective was most often from the point of view of the institution, while that of the counsellor's sprang from the needs of individual students. Hassard and Costar cautioned regarding the presence of role perception conflicts.

Counsellors themselves have critically examined their roles and have urged changes for improvement. Earlier issues centered on directive versus non-directive counselling, whether school counsellors should have teaching experience, and appropriate qualifications for school counsellors. More recent examinations have centered on the models of counselling and the delivery system. Many writers have urged movement from a medical model, based on diagnosis and curing, to an educational model, based on developmental progression of learning skills that arise at various periods of life and which are required for coping and enhancing life. Dave Clark (1973, p. 51), President of the Alberta Guidance Council, wrote:

> "The emphasis is on preventive programs; teachers and counsellors must work in close cooperation to monitor and upgrade quality of classroom learning environment and the total school climate."

An article by Herman (1974) stressed a developmental approach and the need for change to a program format of delivery. Programs would include structured, articulated experiences for youth that would teach them essential skills such as self-understanding, understanding others, decision making, life planning, communication, etc. Merchant (1976, p. 26) wrote:

> "I suppose the developmental viewpoint may sound idealistic or overzealous but I am convinced that elementary school guidance will be a new hope only if it turns from corrective, remedial approaches and focuses on the developmental needs of all children."

Van Hesteren and Zingle (1977), in an editorial in the Canadian Counsellor, wrote:

> "Even a cursory survey of Canadian guidance literature makes readily apparent there exists a considerable degree of confusion and disagreement concerning the nature of the guidance function and specific role characteristics of school guidance personnel ... Notwithstanding this diversity of opinion, the central and most significant issue facing school counselling as a profession today is essentially the same one that has confronted it virtually since the beginning of guidance as a movement. This broad issue has to do with deciding upon the nature, scope and purpose of guidance services within the context of the total educational enterprise. An issue arising out of this broader one and inseparably related to it concerns the delineation of the school counsellor's role." (pp. 105-106)

In pursuing this point they come to the following conclusion:

> "The solution to the current role dilemma facing school counsellors lies neither in a retreat to an antiquated vocational guidance model nor an entrenchment in a personal adjustment-crisis orientation, but, rather in moving confidently but prudently in the direction of a developmental guidance model geared to the needs of pupils in modern society." (p. 115)

Mott (1978), stated:

> "A number of school jurisdictions have been developing successful elementary school counselling programs which have emphasized development and preventive approaches . . . In secondary schools successful counselling and guidance programs relating to a variety of student development concerns are in place ... At the present time guidance does not have a curriculum that is clearly defined as do traditional disciplines such as Science, Math or English. The rationale for developing skills in the guidance area is a preventive one. If students are going to learn their full potential in academic areas they need the enabling skills of decision-making, basic relating skills, and other guidance content areas. A problem in implementing this kind of skills development program is finding time in the school day. Some content is integrated with other subjects; however, a core program of studies along with integration would be desirable." (pp. 19-21)

The philosophical and theoretical writings are beginning to be translated into practice. Throughout Alberta, counsellors and teachers with a guidance orientation have been busy implementing projects and programs which leaders in the field have recommended. The concern for improvement is genuine. The desire for guidance and counselling to be an integral part of the school program in its aim toward effecting goals of schooling and education is evident with new developments.

Special Reports in Alberta

The Report on Mental Health in Alberta (1969) indicated that the school counsellor has been widely accepted in Alberta. At that time, according to this report, school guidance and counselling services in Alberta were comparable to those of other provinces. However, the report cautioned:

> "If counsellors are to perform their functions well, they must be enabled and encouraged by school administrations to increase their work with parents and with other community mental health personnel. They should be freed of tasks which can be performed by clerical personnel." (p. 13)

The Worth Report on Education in Alberta (1972) predicted that problems relating to mental illness, crime, social unrest, alcoholism, suicide and drug abuse will become more serious in the decades ahead. These problems and others, the report indicated, would require the intervention of professional personnel such as speech therapists and psychologists.

Recorded in the proceedings of the Alberta Chamber of Commerce, Education and Business Conference, held in Jasper Park Lodge in October, 1976, is the following resolution:

> "Be it resolved that the Government of Alberta establish an adequate counselling service throughout the public and separate schools in the basic educational system and as the first step the Department of Education be directed to complete a needs assessment study which would identify specific counselling needs in the province and provide a course of action to meet the identified needs."

Counselling for the purpose of this resolution was defined as follows:

> "Assistance given through an in-school based program to students to meet their normal academic and personal developmental needs."

Another study by Dumont (1976) commissioned by the Minister of Education for the Province of Alberta provided the following recommendation:

> "There is need to institute intensive guidance services at all levels in the schools. It is further recommended that a study be undertaken by the Department of Education to survey what services exist and what is required and assess the financial problems that are associated with providing guidance services to small and remote northern centres."

Collett (1978), in a report on an evaluation of a curriculum project for Alberta Education, stated that a significantly large proportion of those responding to his survey indicated an inadequacy in the counselling program. His concluding summary statement was:

> "The counselling services in Alberta high schools seemed to be in need of further evaluation, development and stimulation through provision of resources." (p. 136).

A report released by Alberta Social Services and Community Health (1979) on social trends in Alberta substantiated the Worth Report (1972) predictions on social and familial problems in Alberta. Statistics on changing family structures, economic disparities, and mobility trends support the need for trained professionals in this decade and those ahead.

A Provincial Mental Health Advisory Council Survey (1979) on mental health services available to school children in Alberta further alerts Albertans to the reality that despite the availability of a variety of services there are still children who are not receiving the basic mental health services they are entitled to, especially in isolated rural areas. This survey presents information on the availability of mental health resources to school age children in Alberta. Several dimensions of school counselling and mental health resources were surveyed such as availability of school counsellors, their qualifications, training and referral procedures used. The general conclusion one reaches when reading this report is that psychological and counselling services to Alberta students are lacking, that services coordination is poor and that additional monies are required by school systems to provide the services. "Earmarked" funds are given substantial support by superintendents who participated in the study.

A position paper by the Canadian School Trustees Association (1980) submitted to the Task Force on Guidance and Counselling in Alberta identified some of the problems currently faced by school guidance counsellors in the wake of today's societal demands:

> "In a time of economic restraint, a declining enrollment and an increasing demand for accountability, a lack of a clear job description accepted by school staffs, administration and trustees had resulted in cutbacks in guidance services." (p. 3)

This paper clearly delineates the crucial role of the counsellor in the career education of all students and offers succint recommendations for departments of education, Canadian universities and school boards. The report also stresses that every effort be made to ensure that parents, teachers and students understand the nature and scope of services available.

Another paper by the Alberta Hire-A-Student Advisory Council (1980) on guidance and counselling further emphasized the importance of career education. This paper detailed the Hire-A-Student program and concluded with recommendations to the task force for the continued emphasis on career planning for students.

Specific Criticism: Alberta Opinion

The value of school counsellors has been questioned both from within the school and from without. Tracy (1972) writing in the January issue of The Debator, a journal sponsored by the Alberta Education Council, stated:

> "The school boards will have to decide whether school counselling services are a necessity or an expensive frill in education. Certainly children have problems, but should the school, in fact, can the school provide the personnel to help with the solutions?" (p. 1)

She goes on to state:

> "I would like to suggest that presently Alberta schools are not adequately meeting the needs of students because few have any services that are intentionally geared to the prevention of problems." (p. 3)

She concludes by saying:

> "We the public must either urge educators to improve pupil personnel services or provide community counselling agencies to work with schools and the home for the sake of our children." (p. 3)

Statements by government officials have been critical of guidance and counselling. Recorded in the Calgary Herald, October 6, 1973, is a statement by Jim Foster, then Minister of Advanced Education, which was critical of the lack of guidance received by students in the schools and suggested that a regional counselling service outside of the school system be established. Dr. Henry Kolesar, Assistant Deputy Minister of Advanced Education said that counselling is in a "schmozzle". The Lethbridge Herald of November 14, 1973 goes on to quote him as follows:

> "Many counsellors don't know what they are talking about, they give no information or the wrong information."

Roy Farran, Alberta's Solicitor General for several years, writing in the Calgary Herald, May 22, 1979, stated:

> "I have a healthy skepticism about counselling ... we have counsellors in the schools and in churches, counsellors in the probation department and social services, counsellors on alcoholism, drugs, and mental health, counsellors with the police, in the prisons, in the clubs, in the hospitals, in personnel departments. Next to mosquitoes, they are the most prolific breed in Alberta. And often it is the blind leading the blind."

4. Summary

The task force familiarized itself with many of the issues discussed in this chapter and began to formulate assumptions which it considered to provide the basis for school guidance and counselling programs. It then sought evidence that the assumptions were valid. In addition, the task force prepared lists of services to students, parents and teachers, and then delimited these to include the basic services it deemed appropriate for guidance and counselling programs in Alberta schools.

Having specified what it thought to be important, the task force tapped opinions of over 18,000 Albertans (students, teachers, parents, counsellors, principals, trustees, central administrators, employers, Alberta Education officials) to try to identify hierarchies of importance associated with these services, the degree to which schools are perceived to be responsible for providing services, the frequency of such provision and the quality associated with provided services.

The results of these evaluations are reported in Chapter Three. Also included are observations derived from school visitations and correlational data found among input, context and adequacy measures.

CHAPTER THREE

Findings

Section One

Assumptions Validation

The task force endorsed eight broad assumptions it considered appropriate as the basis for elementary and secondary school counselling and guidance programs in Alberta. The intent of this exercise was to have a representative cross-section of Alberta school administrators (central office and school based), school trustees and Alberta Education officials, rate each assumption on three dimensions:

1. Acceptability: Importance
2. Feasibility: Practicality
3. Clarity of expression

A five point scale was used in all instances as follows:

	Acceptability	Feasibility	Clarity
1.	Totally unacceptable	Totally infeasible	Very unclear
2.	Generally unacceptable	Infeasible	Unclear
3.	Partially acceptable	Partially feasible	Clear, in part
4.	Generally acceptable	Feasible	Clear
5.	Totally acceptable	Totally feasible	Very clear

There were three major questions to which answers were sought:

1. Did the representative group concur with task force members that the assumptions were appropriate?
2. Were some assumptions endorsed more readily than others? By whom?
3. Were assumptions perceived as feasible and clearly stated?

The eight assumptions posed to the validation sample were as follows:[1]

Assumption 1: School guidance and counselling programs should be designed to enhance the goals of schooling of Alberta Education.

Assumption 2: School guidance and counselling programs must help develop and protect individuality as well as promote social responsibility.

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[1] The task force generated and endorsed these eight assumptions. Other such lists of assumptions or guidelines are available, e.g. Melton (1977) posits six which are quite similar to those endorsed by the task force.

Assumption 3: School guidance and counselling programs must help students become effective problem solvers.

Assumption 4: School guidance and counselling programs should be available to all students.

Assumption 5: School guidance and counselling programs should be integrated with the educational process.

Assumption 6: School guidance and counselling programs should be developmental as well as prescriptive or remedial.

Assumption 7: Personnel responsible for school guidance and counselling programs must be able to plan and evaluate effectively.

Assumption 8: Guidance and counselling are separate but related functions.

The task force did not establish, a priori, the degree of consensus required to indicate confirmatory validation. The intention was to observe response patterns and to assess the degree of support/non-support for the basic assumptions.

The maximum number of respondents to any single item was 539. The minimum was 516. Some respondents did not answer all items. The approximate composition of the respondent validation sample was as follows:

Central Office Administrators	=	31%
Principals	=	35%
School Trustees	=	19%
Alberta Education Officials	=	15%
TOTAL		100%

It must be noted that the rate of return for school trustees and school principals was about 12% and 20% respectively. Two-thirds of Alberta Education officials responded, while 90% of central office administrators completed and returned their evaluations. These rates of return are contained in Table 4, page 10.

The acceptability scale was defined as a measure of the importance respondents associated with each assumption. It is, therefore, the dimension which is the major indicator of the validity of each assumption posed by the task force. In order to report the opinions of the validation sample as clearly as possible a series of tabulations of responses to each assumption is provided.

Table 5

Acceptability ratings of validation sample (N = 534) to assumption one: School guidance and counselling programs should be designed to enhance the goals of schooling of Alberta Education.

	Administrators	Principals	Trustees	Education Officials	Total	%
1. Totally unacceptable	2	8	0	2	12	2
2. Generally unacceptable	6	7	4	4	21	4
3. Partially acceptable	10	13	9	3	35	7
4. Generally acceptable	47	49	32	27	155	29
5. Totally acceptable	102	110	57	42	311	58

Four hundred sixty-six (466) of the 534 respondents indicated that assumption one was generally or totally acceptable. This can be interpreted to mean that 87% of the validation sample agreed that this assumption is an important element of school guidance and counselling programs. No major differences in response patterns appear to exist among the subgroups which constituted the validation sample.

Table 6

Acceptability ratings of validation sample (N = 539) to assumption two: School guidance and counselling programs must help develop and protect individuality as well as promote social responsibility.

	Administrators	Principals	Trustees	Education Officials	Total	%
1. Totally unacceptable	6	8	2	0	16	3
2. Generally unacceptable	0	4	2	1	7	1
3. Partially acceptable	12	20	5	11	48	9
4. Generally acceptable	48	57	34	32	171	32
5. Totally acceptable	104	98	60	35	297	55

Once again, respondents showed a high degree of support for this assumption. The percentage of the total group who indicated a "4" or "5" was 87% (468/539). Alberta Education officials tended to be evenly split between general and total acceptance while the other sub-groups more closely approximated a 1:2 distribution in these categories.

Table 7

Acceptability ratings of validation sample (N = 537) to assumption three: School guidance and counselling programs must help students become effective problem solvers.

	Administrators	Principals	Trustees	Education Officials	Total	%
1. Totally unacceptable	5	9	3	3	20	4
2. Generally unacceptable	5	9	3	3	20	4
3. Partially acceptable	18	21	12	15	66	12
4. Generally acceptable	53	63	28	20	164	31
5. Totally acceptable	89	85	56	37	267	49

The degree of support ("4" and "5") for this assumption was 80% (431/537). There was no major differential pattern of response evident although trustees tended to be more accepting (1:2) than the others.

Table 8

Acceptability ratings of validation sample (N = 535) to assumption four: School guidance and counselling programs should be available to all students.

	Administrators	Principals	Trustees	Education Officials	Total	%
1. Totally unacceptable	4	9	2	2	17	3
2. Generally unacceptable	3	4	4	2	13	2
3. Partially acceptable	10	8	5	3	26	5
4. Generally acceptable	25	33	19	15	94	18
5. Totally acceptable	123	133	73	56	385	72

There was little doubt in the minds of the validation sample that school guidance and counselling programs should be available to all students; 90% (479/535) agreed with this assumption and 72% were in total agreement.

Table 9

Acceptability ratings of validation sample (N = 536) to assumption five: School guidance and counselling programs should be integrated with the educational process.

	Adminis-trators	Principals	Trustees	Education Officials	Total	%
1. Totally unacceptable	6	10	3	1	20	4
2. Generally unacceptable	4	5	2	3	14	3
3. Partially acceptable	21	15	12	7	55	10
4. Generally acceptable	36	58	20	17	131	24
5. Totally acceptable	103	99	65	49	316	59

Overall agreement with this assumption was 83% (447/536). School principals tended to be somewhat more equivocal than the other three groups. Their responses approximate a 1:2 ratio on options "4" and "5" while the ratio for other groups tends to be about 1:3.

Table 10

Acceptability ratings of validation sample (N = 532) to assumption six: School guidance and counselling programs should be developmental as well as prescriptive or remedial.

	Adminis-trators	Principals	Trustees	Education Officials	Total	%
1. Totally unacceptable	5	8	2	2	17	3
2. Generally unacceptable	2	6	5	5	18	3
3. Partially acceptable	8	21	10	10	49	9
4. Generally acceptable	44	57	26	20	147	28
5. Totally acceptable	109	94	59	39	301	57

Eighty-four percent (84%), (448/532), of the respondents agreed with the assumption that school guidance and counselling programs should be developmental as well as prescriptive or remedial. Response patterns for all sub-groups approximated 1:2 for options "4" and "5", respectively.

Table 11

Acceptability ratings of validation sample (N = 529) to assumption seven: Personnel responsible for school guidance and counselling programs must be able to plan and evaluate effectively.

	Administrators	Principals	Trustees	Education Officials	Total	%
1. Totally unacceptable	6	7	3	2	18	3
2. Generally unacceptable	1	3	3	1	8	1
3. Partially acceptable	14	24	10	14	62	12
4. Generally acceptable	55	57	30	20	162	31
5. Totally acceptable	92	92	54	41	279	53

Eighty-three percent (83%), (441/529), of the validation sample agreed with the assumption that planning and evaluation are integral components of a responsive guidance and counselling program in schools. Response patterns of sub-groups are consistent.

Table 12

Acceptability ratings of validation sample (N = 531) to assumption eight: Guidance and counselling are separate but related functions.

	Administrators	Principals	Trustees	Education Officials	Total	%
1. Totally unacceptable	16	15	4	4	39	7
2. Generally unacceptable	9	15	4	1	28	5
3. Partially acceptable	28	19	12	13	72	14
4. Generally acceptable	40	55	27	20	142	27
5. Totally acceptable	75	82	55	38	250	47

The index of agreement with assumption eight among the validation sample was 74% (392/531). There was some hesitancy to endorse this assumption to the degree demonstrated for the seven other assumptions. On the other hand, 74% agreement among such a validation sample is sufficient support for the notion that school guidance and counselling are separate but related functions.

Since the numbers of respondents to each stated assumption are approximately the same, the mean percentage indicating general or total acceptance for all assumptions was: (83%+87%+80%+90%+83%+74%+84%+83%/8=83.5%). This index is interpreted to mean that the validation sample very definitely supported the views of the task force regarding the eight assumptions. One could conclude that philosophical consonance exists between the task force and most members of the validation sample. Also, little significant variation in response patterns was noted among sub-groups of the validation sample.

In addition to rating the acceptability of the eight general assumptions, the validation sample was requested to indicate the degree of feasibility and clarity they associated with each assumption. The scale used for this purpose has been described (p. 27). Table 13 presents the distributions of respondents by assumption and role in education.

Table 13

Acceptability(A), Feasibility(F), Clarity(C) ratings given to assumptions.

		Administrators			Principals			Trustees			Education Officials			Total		
Assumption 1:		A	F	C	A	F	C	A	F	C	A	F	C	A	F	C
School guidance and	1.	2	5	6	8	6	2	0	0	4	2	2	2	12	13	14
counselling programs	2.	6	13	15	7	4	17	4	5	5	4	3	2	21	25	39
should be designed	3.	10	51	38	13	76	31	9	37	18	3	25	17	35	189	104
to enhance the goals	4.	47	67	56	49	79	84	32	45	48	27	32	35	155	223	223
of Alberta Education.	5.	102	30	50	110	22	52	57	15	27	42	16	22	311	83	151
% rating 4 and 5		89	58	64	90	54	73	87	59	73	88	62	73	87	57	70
Assumption 2:	1.	6	6	5	8	6	3	2	0	1	0	0	1	16	12	10
School guidance and																
counselling programs	2.	0	12	13	4	11	17	2	11	5	1	8	1	7	42	36
must help develop																
and protect individ-	3.	12	70	29	20	83	35	5	35	18	11	39	16	48	227	98
uality as well as																
promote social re-	4.	48	54	67	57	66	80	34	43	49	32	25	36	171	188	232
sponsibility																
	5.	104	26	54	98	21	52	60	14	30	35	7	25	297	68	161
% rating 4 and 5		89	48	72	82	47	71	91	55	77	84	41	77	86	48	73

Table 13 (cont'd):

		Administrators			Principals			Trustees			Education Officials			Total		
Assumption 3:		A	F	C	A	F	C	A	F	C	A	F	C	A	F	C
School guidance and	1.	5	4	5	9	5	3	3	3	1	3	2	1	20	14	10
counselling programs	2.	5	25	9	9	37	18	3	17	6	3	15	1	20	94	34
must help students	3.	18	74	31	21	79	31	12	40	19	15	36	20	66	229	101
become effective	4.	53	49	72	63	55	87	28	26	50	20	16	27	164	146	236
problem solvers.	5.	89	16	50	85	11	47	56	16	26	37	8	29	267	51	152
% rating 4 and 5		83	39	73	79	35	72	82	41	75	73	31	72	80	37	73
Assumption 4:	1.	4	7	5	9	8	5	2	9	1	2	1	1	17	25	12
School guidance and	2.	3	30	2	4	34	11	4	10	3	2	17	4	13	91	20
counselling programs	3.	10	57	25	8	60	20	5	25	16	3	29	16	26	171	67
should be available	4.	25	34	52	33	63	71	19	33	33	15	20	26	94	150	182
to all students.	5.	123	36	81	133	22	78	73	26	50	56	12	42	385	96	251
% rating 4 and 5		89	43	81	88	45	81	89	57	81	91	40	86	89	46	81
Assumption 5:	1.	6	3	12	10	10	7	3	4	2	1	4	1	20	21	22
School guidance and	2.	4	28	14	5	33	12	2	12	7	3	11	8	14	84	41
counselling programs	3.	21	69	26	15	70	26	12	31	14	7	30	16	55	200	82
should be integrated	4.	36	39	64	58	56	78	20	31	40	17	20	23	131	146	205
with the educational	5.	103	29	52	99	18	63	65	24	40	49	12	31	316	83	186
process.																
% rating 4 and 5		81	40	69	83	40	76	83	54	78	85	42	68	83	43	73
Assumption 6:	1.	5	2	12	8	10	7	2	6	4	2	5	4	17	23	27
School guidance and																
counselling programs	2.	2	24	9	6	22	11	5	10	8	5	10	10	18	66	38
should be develop-																
mental as well as	3.	8	67	27	21	93	38	10	40	13	10	31	16	49	231	94
prescriptive or																
remedial.	4.	44	48	55	57	46	82	26	29	45	20	21	24	147	144	106
	5.	109	23	63	94	15	47	59	16	32	39	9	25	301	63	167
% rating 4 and 5		91	43	71	81	33	70	83	45	76	77	39	62	84	39	70

Table 13 (cont'd):

		Adminis-trators			Principals			Trustees			Education Officials			Total		
Assumption 7:		A	F	C	A	F	C	A	F	C	A	F	C	A	F	C
Personnel respon-	1.	6	7	13	7	9	8	3	3	4	2	5	3	18	24	28
sible for school																
guidance and coun-	2.	1	16	15	3	24	16	3	11	7	1	8	7	8	59	45
selling programs																
must be able to	3.	14	62	27	24	67	41	10	43	26	14	40	21	62	212	115
plan and evaluate	4.	55	56	71	57	62	70	30	27	37	20	13	22	162	158	200
effectively.	5.	92	23	42	92	22	47	54	15	28	41	12	25	279	72	142
% rating 4 and 5		87	48	67	81	46	64	84	42	64	78	32	60	83	44	65
Assumption 8:	1.	16	8	14	15	14	7	4	5	2	4	3	2	39	30	25
Guidance and coun-	2.	9	23	13	15	19	17	3	8	6	1	7	7	28	57	43
selling are separate	3.	28	50	25	19	52	31	12	32	10	13	26	10	72	160	76
but related	4.	40	52	60	55	60	74	27	33	48	20	21	31	142	166	213
functions.	5.	75	31	52	82	36	56	55	20	35	38	16	25	250	103	168
% rating 4 and 5		68	50	68	73	53	70	81	54	82	76	51	75	73	52	73

Table 13 illustrates clearly that feasibility is perceived very differently than acceptability; the validation sample is much more cautious in its ratings. It is clearly evident in Table 13 that raters tended much more frequently to choose "3" as a response when rating feasibility. This trend is clearly reflected in the percentage where only "4" and "5" responses were credited. The mean percentage where only "4" and "5" feasibility responses for all assumptions was 46%, a very significant decline from the 83.5% overall for acceptability. This probably reflects the recognition, among raters, that the practical aspects of getting the job done are much more complex than acknowledging the philosophical importance of the assumptions. It might be noted that comments made by some respondents reflect a hesitancy to ignore financial constraints; this occured even though respondents were instructed to assume an ideal budgetary situation.

The overall index of clarity, the mean percentage of "4" and "5" responses over all assumptions, was 72%. This can be interpreted to mean that approximately 3/4 of the validation sample though the assumptions were clearly stated. It is difficult to argue that feasibility ratings were lower because statements are unclear and/or ambiguous.

The validation sample agreed consistently that the assumptions posed by the task force were acceptable (83.5%), and that the assumptions were quite clearly stated (72%); however, there is also a recognition, (consistent among sub-groups), that operationalizing the assumptions in school guidance and counselling programs is a much more complex task. This is reflected in the feasibility index (mean percentage) of 46%. Assumptions three and six are seen to be the least feasible (37%, 39% respectively) assumptions. Of interest, too, is the fact that trustees tended to rate feasibility higher than other respondents in six of eight instances. Differences were often small but this tendency may reflect the perception among trustees that schools can achieve practical applications of generic principles more readily than educators acknowledge to be the case.

Section Two

Survey Results

The sampling procedure used in this study, the rationale for developing the instruments, matters related to readability and item selection, the concept of matrix sampling, and the administrative involvements required to accomplish collection of data, were explained in Chapter One.

In excess of 18,000 questionnaires were returned to Alberta Education offices. Each questionnaire contained an average of 20 items and each item had four dimensions, i.e. importance, responsibility, provision, quality. There were three levels of questionnaires (elementary, junior high, senior high) and three forms for each level.

One immediate goal of the task force was to recognize the needs of those who read this report. Several guidelines were adopted:

1. Brevity and clarity should be evident.
2. There should be a consistent reporting format.
3. Data should be reported in as simple and direct a manner as possible.

It has been noted that eight generic "assumptions" about school guidance and counselling services received strong support from the validation sample. The items contained in the survey questionnaires were not systematically derived from these assumptions in a rigorous deductive manner. Rather, the research team which developed the questionnaire items for the task force was fully aware of the assumptions the task force had endorsed and then conducted a review of research reports and listed individual items from these studies. The team noted considerable overlap among studies and items, and collapsed the total item bank into three dimensions according to target group, i.e. services to students, services to teachers, services to parents. These items were considered to be in harmony with the assumptions. There were too many items to be included in a single questionnaire so three forms were developed at each level in order to obtain optimal cooperation of respondents.

The task force was attempting to obtain confirmation from a variety of "publics" in Alberta that the general philosophical assumptions for school guidance and counselling programs and services related to these assumptions are perceived to be appropriate. In addition, it was anticipated that directions for change and improvement would be indicated by the respondents and that priorities among respondent sub-groups would differ. Thirdly, the task force wished to know the degree to which "desirable" services are provided in Alberta schools and the perceived quality of such services. A fourth major objective was to identify schools at each end of the adequacy continuum and do on-site analyses to identify variables which contribute to provision of successful services to students, teachers and parents.

In simplest form, then, the first question was whether the large representative sample of respondents could identify importance for services to students, teachers and parents at elementary school, junior high school, and senior high school levels. For each item (service) respondents were asked to indicate on a four point scale the degree of importance they associated with the service being considered. For computational purposes, the following code was used:

Very Important = 4
Important = 3
Of Little Importance = 2
Not Important = 1

It was a relatively simple matter to determine the mean (average) response of the total respondent sub-group to each service noted by each questionnaire item. It will be observed that a *high* degree of importance is associated with *all* of the services, that priorities do exist and these priorities for services to students tend to change as students grow older. This pattern will become clear as the interested reader studies the responses to all items over all levels and forms of questionnaires.

Data collected by means of questionnaires are presented in tables which follow. The tables are arranged to present ratings of services to students, teachers and parents, respectively, at each major educational level (elementary, junior high, senior high). The mean (average) scores contained in the tables have been determined by dividing the sum of all ratings of a particular service by the total number of respondents. In other words, these are means of responses of the total sample.

The reader must keep in mind that the *target* of the service (students, teachers, parents) and the *level of education* are used for classification of responses. In order to simplify interpretation, each table is divided so that the top, middle, bottom thirds are immediately evident; these divisions are made on the basis of the *importance* ratings given each service. The reader can then do a visual inspection to ascertain the degree to which respondents associate school responsibility, whether the service is provided and whether the quality is acceptable. Also, the reader can quickly determine whether similar kinds of services are rated high (or low) across target groups.

It is immediately evident that respondents associated a high degree of importance with all services; very few average ratings fall below 3.0 on a four point scale. For purposes of interpretation, the reader should know that the following scales were used for responsibility, provision, quality:

Responsibility	Provision	Quality
4. Complete Responsibility	1. Provided at School	5. Outstanding
3. Major Responsibility	0. Not Provided at School	4. Very Good
2. Shared Responsibility		3. Good
1. Minor Responsibility		2. Fair
		1. Poor

The reader should also recognize that quality of a service was rated only by respondents who indicated that the service was being provided at the local school. The number of respondents who acknowledged provision of a service by the school is expressed as a proportion in the column designated "provision", i.e. the figure .71 means that 71% of respondents said the service was provided.

It is anticipated that the foregoing comments and the brief summary statements which follow tables for each level of education, will assist the reader to a quick grasp of the general assessment of services made by Albertans in the spring of 1980.

Table 14

Services to Elementary School Students
Mean Ratings; Importance, Responsibility, Provision, Quality

Service (Help to...)	Importance*	Responsibility	Provision	Quality
1. Improve learning skills	3.90	2.98	0.88	3.69
2. Develop effective study habits	3.85	2.99	0.69	3.32
3. Develop good work habits	3.85	2.24	0.79	3.44
4. Develop self-confidence, self-esteem	3.84	2.20	0.65	3.29
5. Develop understanding of individuals and groups	3.73	2.17	0.71	3.51
6. Develop positive attitude to school, learning	3.71	2.40	0.68	3.33
7. Deal with negative feelings, attitudes, that affect school	3.67	2.32	0.55	3.22
8. Learn what the laws require, what society expects	3.66	2.17	0.69	3.49
9. Gain acceptance, respect of teachers, classmates	3.66	2.45	0.66	3.47
10. Adjust to new school situations	3.65	3.30	0.74	3.68
11. Positive attitude toward work, respect for, dignity of work	3.65	2.25	0.70	3.40
12. Learn to make decisions to achieve goals	3.63	2.34	0.61	3.41
13. Help to meet people, get along, build friendship	3.62	2.12	0.70	3.42
14. Understand themselves, developmental concerns	3.58	2.19	0.57	3.22
15. Resolve conflicts, fights	3.41	2.09	0.52	3.26
16. Develop awareness of world of work	3.33	2.52	0.51	3.23
17. Deal with physical developmental concerns	3.32	2.12	0.63	3.28
18. Develop leisure time activities	3.32	2.16	0.75	3.37
19. Understand how school programs, activities relate to work	3.26	2.59	0.47	3.25
20. Realistically assess interests, values, achievements	3.05	2.66	0.52	3.24
21. Develop awareness of local community	2.96	2.22	0.48	3.39
Mean Ratings: All Services	3.56	2.40	0.64	3.38

* Services ranked in order of perceived importance

Table 15

Services to Elementary School Teachers
Mean Ratings; Importance, Responsibility, Provision, Quality

Service (Help to...)	Importance*	Responsibility	Provision	Quality
1. Maintain positive attitude toward work, students	3.78	3.02	0.55	3.43
2. Understand individual students, their developmental needs	3.71	2.71	0.58	3.55
3. Identify specific conditions that affect student learning	3.69	2.68	0.59	3.38
4. Evaluate student progress: provide activities to meet needs	3.64	3.11	0.69	3.44
5. Assess educational needs of students	3.61	3.02	0.65	3.34
6. Understand special characteristics of students	3.56	2.65	0.59	3.22
7. Specific problems in discipline, class management	3.56	2.92	0.61	3.37
8. Place students in special programs, suited to needs	3.46	2.92	0.71	.46
9. Establish better relationships with parents	3.46	2.44	0.80	3.48
10. Develop rules, appeal procedures, fair to students	3.44	3.02	0.62	3.53
11. Understand and cope with student interests, abilities	3.42	2.98	0.59	3.33
12. Integrate handicapped, minorities, in mainstream	3.42	2.56	0.47	3.46
13. Promote personal, social adjustment of students	3.40	2.40	0.57	.24
14. Collect accurate information re students: use for learning	3.39	2.57	0.57	3.38
15. Instruct students in skills, values, related to subjects	3.37	3.02	0.58	.25
16. Arrange and conduct productive parent conferences	3.35	2.70	0.80	3.59
17. Identify social, cultural community factors	3.06	2.40	0.42	3.21
18. Present educational, career implications of subjects	2.99	2.81	0.38	3.18
Mean Ratings: All Services	3.46	2.77	0.60	3.38

* Services ranked in order of perceived importance

Table 16

Services to Parents: Elementary Schools
Mean Ratings: Importance, Responsibility, Provision, Quality

Service (Help to ....)	Importance*	Responsibility	Provision	Quality
1. Deal with children: learning difficulties	3.76	2.49	0.64	3.41
2. Deal with children: personal/ social differences	3.61	2.24	0.54	3.21
3. Information: learning opportunities at school	3.53	3.20	0.78	3.57
4. Identify agencies: assist child development problems	3.51	2.28	0.51	3.33
5. Better communication: school staff re children	3.50	2.47	0.77	3.38
6. Opportunity to review student records, tests	3.47	2.84	0.64	3.56
7. Assistance to help child with school work	3.44	2.62	0.60	3.36
8. Information: school guidance and counselling programs	3.38	2.90	0.45	3.25
9. Receive help re personal guidance of children	3.31	2.32	0.59	3.41
10. Opportunity to discuss child development, problems	3.11	2.20	0.40	3.23
11. Inform school: values for their children	2.78	2.20	0.42	3.18
12. Discuss long term educational plans	2.73	2.28	0.37	3.18
Mean Ratings: All Services	3.34	2.50	0.56	3.34

* Services ranked in order of perceived importance

A clear picture of respondents' perceptions of "important" services in elementary schools in Alberta was evident. Services to students that are seen to be most important are those which relate to academic skills and quality of learning. Effective study and work habits, better learning skills and a positive attitude toward learning emerged as top choices. Services to enhance social and personal adjustment tended to be clustered next while those dealing with physical development, leisure activity, community awareness, realistic self-appraisal were seen to be of less importance. It must be noted that all services were perceived to be important and that the foregoing commentary is intended only to reflect an observable trend. It is noteworthy, too, that services to students are seen to be most important.

A similar trend exists regarding services to teachers. The primary emphasis lies in the area of services to enhance the improvement of effective, individualized instruction of students. Lowest ratings are given services to assist teachers to explain the career implications of subjects they teach and to understand social, cultural, economic factors which influence student behaviors.

An important service to parents is seen to be the provision of assistance to deal with learning difficulties being experienced by their child. Information and communication services are ranked intermediate while services related to understanding child development, values discussions and discussions of long term plans for the child, are perceived to be least important.

Table 17

Services to Junior High School Students
Mean Ratings: Importance, Responsibility, Provision, Quality

	Service (Help to ....)	Importance*	Responsibility	Provision	Quality
1.	Improve learning skills	3.67	3.21	0.78	3.56
2.	Develop effective study habits	3.64	2.65	0.58	3.15
3.	Develop characteristics to get and hold a job	3.57	2.41	0.52	3.29
4.	Plan education programs related to skills, etc.	3.55	2.66	0.52	3.29
5.	Learn about alcohol and drugs	3.51	2.45	0.47	3.20
6.	Adjust to new school situations	3.51	3.14	0.61	3.42
7.	Develop self-confidence, self-esteem	3.46	2.36	0.45	3.19
8.	Make decisions to achieve goals	3.45	2.47	0.48	3.21
9.	Deal with negative feelings: school work	3.45	2.50	0.50	3.19
10.	Learn what laws require, society's expectations	3.45	2.41	0.44	3.23
11.	Understanding of individuals and groups	3.44	2.40	0.52	3.15
12.	Positive attitude toward work, dignity of work	3.43	2.50	0.42	3.16
13.	Develop realistic career goals	3.41	2.55	0.47	3.23
14.	Develop positive attitude to school	3.36	2.55	0.49	3.20
15.	Gain respect of teachers, classmates	3.32	2.58	0.52	3.21
16.	Understand how school relates to work	3.31	2.89	0.44	3.26
17.	Learn continuing education opportunities	3.31	2.76	0.41	3.31
18.	Develop job searching skills	3.31	2.53	0.29	3.06
19.	Realistically assess interests, etc.	3.28	2.86	0.44	3.33
20.	Be informed re Alberta career opportunities	3.23	2.59	0.33	3.19
21.	Meet people, get along	3.23	2.21	0.43	3.13
22.	Understand themselves, development	3.22	2.29	0.41	3.08
23.	Declare individual and human rights	3.22	2.42	0.29	3.05
24.	Enter program at another institution	3.17	2.65	0.38	3.31
25.	Constructive leisure time activities	3.15	2.46	0.62	3.49
26.	Assistance of community agencies	3.13	2.34	0.35	3.09
27.	Resolve conflicts, "fights"	3.05	2.25	0.45	3.12
28.	Deal with physical development concerns	3.02	2.31	0.49	3.21
29.	Change school programs: new circumstances	2.94	2.80	0.42	3.27
30.	Get appropriate work experience	2.89	2.30	0.23	3.08
	Mean Ratings: All Services	3.32	2.55	0.46	3.22

* Services ranked in order of perceived importance

Table 18

Services to Junior High School Teachers
Mean Ratings: Importance, Responsibility, Provision, Quality

Service (Help to ....)	Importance*	Responsibility	Provision	Quality
1. Maintain positive attitude to work, students	3.63	3.19	0.40	3.29
2. Understand individual students, their needs	3.50	2.92	0.43	3.17
3. Identify conditions: learning: particular students	3.47	2.86	0.44	3.22
4. Evaluate progress: develop activities: individual students	3.42	3.06	0.45	3.23
5. Understand unique characteristics of their students	3.42	2.83	0.41	3.25
6. Understand, cope: students interests, abilities	3.38	3.01	0.40	3.18
7. Develop rules: fair to all students	3.37	3.09	0.51	3.28
8. Assess education needs: students	3.32	2.92	0.45	3.22
9. Instruct: values to subjects taught	3.31	3.05	0.51	3.37
10. Place students: special programs, groups	3.29	2.93	0.49	3.32
11. Problems: discipline, management	3.28	2.95	0.48	3.16
12. Integrate handicapped, minority into mainstream	3.23	2.73	0.34	3.39
13. Present career, educational implications: subjects	3.17	3.00	0.35	3.23
14. Collect information re students: promote learning	3.17	2.76	0.38	3.27
15. Encourage personal, social development: students	3.16	2.57	0.42	3.20
16. Establish better relationships: parents	3.07	2.50	0.53	3.16
17. Social, cultural factors: student behavior	3.03	2.57	0.35	3.21
18. Arrange parent conferences (productive)	2.99	2.67	0.64	3.30
Mean Ratings: All Services	3.29	2.87	0.44	3.25

* Services ranked in order of perceived importance

Table 19

Services to Parents: Junior High School
Mean Ratings: Importance, Responsibility, Provision, Quality

Service (Help to ....)	Importance*	Responsibility	Provision	Quality
1. Deal effectively children: learning difficulties	3.62	2.70	0.50	3.38
2. Deal effectively children: personal, social problems	3.48	2.37	0.41	3.24
3. Information: learning opportunities at school	3.38	3.06	0.61	3.40
4. Information: help child with school work	3.29	2.67	0.42	3.24
5. Review student records, tests	3.25	2.79	0.53	3.36
6. Establish better relationships: school staff	3.24	2.62	0.49	3.18
7. Identify community agencies: assistance	3.24	2.38	0.34	3.22
8. Information: school guidance programs	3.16	2.85	0.38	3.23
9. Cooperate with school: personal guidance of children	3.04	2.43	0.44	3.30
10. Discuss long term career plans: school	3.02	2.49	0.36	3.29
11. Inform school: values preferred for child	2.95	2.49	0.33	3.16
12. Discuss child development, problems	2.89	2.35	0.28	3.18
Mean Ratings: All Services	3.21	2.60	0.42	3.27

* Services ranked in order of perceived importance

At this level of education, the major priority for services to students tended to become two dimensional. The emphasis on study habits and learning skills was still evident but services related to decision-making, career goals, attitude toward work and job skills began to assume equal importance in the eyes of the survey sample group. At a level of intermediate importance were services to help students assess their abilities and interests, develop self-esteem, understand alcohol and drugs and the requirements of laws, achieve acceptance and respect, etc. This appeared to be a personal-social domain of services. The development of positive attitudes toward work, career goals and continuing education also tends to be seen as significant. The lowest ranked services were those relating to work experience, utilizing community agencies, conflict resolution and physical development.

Improvement of individualized instruction remains as the top priority area in services to teachers. It is noteworthy that services to assist teachers maintain a positive approach to their work and their students are seen to be most important at all levels of education.

Services to parents are ranked similarly, generally speaking, as for elementary schools. The primary emphasis tends to be on services to assist parents to understand learning and personal problems being encountered by their children and provision of information to assist the parent to help the child in a meaningful manner.

Table 20

Services to Senior High School Students
Mean Ratings: Importance, Responsibility, Provision, Quality

Service (Help to ....)	Importance*	Responsibility	Provision	Quality
1. Plan individualized education programs	3.74	2.75	0.80	3.21
2. Develop realistic career goals	3.69	2.64	0.74	3.21
3. Select and enter program: another institution	3.62	2.79	0.70	3.36
4. Improve learning skills	3.62	3.16	0.74	3.34
5. Learn continuing educational opportunities	3.61	3.02	0.83	3.38
6. Learn to make decisions to achieve goals	3.57	2.55	0.65	3.16
7. Develop job search skills	3.55	2.60	0.51	3.16
8. Develop characteristics to get and hold a job	3.53	2.34	0.56	3.18
9. Develop effective study habits	3.53	2.63	0.46	2.90
10. Keep informed: career opportunities, Alberta	3.53	2.75	0.64	3.18
11. Adjust to new school situations	3.48	3.20	0.70	3.32
12. Develop positive attitude to work	3.45	2.43	0.41	3.11
13. Change school programs: new circumstances	3.43	3.08	0.76	3.35
14. Develop self-confidence, self-esteem	3.39	2.29	0.41	3.01
15. Learn what laws require, society expects	3.37	2.35	0.53	3.14
16. Learn about alcohol and drugs	3.34	2.36	0.46	2.90
17. Deal with negative feelings that affect school work	3.34	2.41	0.41	2.92
18. Develop understanding: other individuals, groups	3.29	2.29	0.51	3.01
19. Understand how school programs relate to work	3.27	2.89	0.47	3.15
20. Assess their interests, abilities, etc.	3.26	2.87	0.52	3.16
21. Declare their individual and human rights	3.22	2.37	0.29	2.96
22. Develop positive attitude to school, learning	3.17	2.45	0.41	2.93
23. Understand selves, development	3.13	2.23	0.38	2.97
24. Seek assistance of community agencies	3.12	2.27	0.32	2.92
25. Gain respect of teachers, classmates	3.11	2.48	0.40	3.05
26. Meet people, get along with others, etc.	3.08	2.18	0.42	3.08
27. Get appropriate work experience	3.08	2.35	0.68	3.40
28. Develop constructive leisure activities	2.88	2.31	0.64	3.37
29. Resolve conflicts, "fights"	2.85	2.14	0.40	3.03
30. Deal with physical development concerns	2.82	2.19	0.40	2.97
Mean Ratings: All Services	3.34	2.55	0.54	3.13

* Services ranked in order of perceived importance

Table 21

Services to Senior High School Teachers
Mean Ratings: Importance, Responsibility, Provision, Quality

Service (Help to....)	Importance*	Responsibility	Provision	Quality
1. Maintain positive attitude to work, students	3.65	3.29	0.56	3.14
2. Understand individual students, developmental needs	3.46	2.91	0.38	2.98
3. Identify conditions that affect student learning	3.44	2.88	0.38	3.03
4. Evaluate student progress:develop learning activities	3.43	3.12	0.43	3.13
5. Assess educational needs of students	3.38	3.02	0.47	3.19
6. Develop rules fair to all students	3.36	3.11	0.51	3.17
7. Understand special characteristics of students	3.33	2.84	0.42	3.07
8. Understand student interests, abilities	3.31	3.01	0.39	3.02
9. Present educational, career implications: subjects	3.25	3.08	0.49	3.12
10. Place students in special programs, groups	3.22	2.90	0.46	3.10
11. Instruct in study skills related to subjects	3.22	3.03	0.52	3.13
12. Integrate handicapped, minority: mainstream	3.19	2.67	0.33	3.27
13. Problems in discipline, managment	3.12	2.97	0.42	3.10
14. Encourage personal,social development of students	3.07	2.43	0.44	3.08
15. Collect information and use to promote learning	3.01	2.74	0.38	3.05
16. Establish better relationships with parents	2.94	2.41	0.55	2.96
17. Arrange and conduct parent conferences	2.81	2.56	0.60	3.11
18. Identify social, cultural factors: student behavior	2.81	2.43	0.34	3.07
Mean Ratings: All Services	3.22	2.85	0.45	3.10

* Services ranked in order of perceived importance

Table 22

Services to Parents: Senior High Schools
Mean Ratings: Importance, Responsibility, Provision, Quality

Service (Help to....)	Importance*	Responsibility	Provision	Quality
1. Deal effectively with children: learning problems	3.57	2.59	0.34	3.08
2. Deal effectively with children: personal, social problems	3.46	2.28	0.37	3.10
3. Get information: learning opportunities at school	3.27	3.03	0.64	3.28
4. Establish better relations: school staff	3.13	2.52	0.47	2.99
5. Get information: school guidance programs	3.12	2.83	0.41	3.10
6. Identify agencies: additional help	3.07	2.27	0.33	3.14
7. Discuss long term educational, career plans	3.02	2.48	0.47	3.23
8. Review student records, tests	2.99	2.70	0.49	3.10
9. Cooperate with school re child's personal guidance	2.94	2.36	0.42	3.14
10. Get information to help child with school work	2.92	2.49	0.27	3.03
11. Inform school of values they prefer taught	2.71	2.36	0.31	3.03
12. Discuss child development, problems	2.71	2.27	0.22	2.99
Mean Ratings: All Services	3.08	2.52	0.40	3.06

* Services ranked in order of perceived importance

Ratings of services to students tended to indicate ascending importance of career planning and continuing education domains. Job search skills and decision making skills are noteworthy in that they were rated highly. Effective study habits and learning skills still received high ratings but the emphasis has also been placed on services to assist students plan for their careers and continuing education. Personal-social skills development was intermediate while services pertaining to leisure activities, conflict resolution, physical development ranked lowest.

Teachers were seen to have greatest need (again) for services to assist them to remain positive about their work and their students, and to provide more effective individualized instruction.

Parents are perceived to require most help with understanding learning difficulties being experienced by their children and also with personal or social problems being experienced by their children. Information services are intermediate while lower (relative) ratings are given to values sharing, child development, guidance concerns.

It should be restated at this point that respondents associated strong importance with almost all of the services they were asked to rate, and this fact more than any other, was singularly evident. This tendency might be interpreted to be complementary to that which emerged in the assumptions validation study. Specific services have been identified as "top priority" at different levels of education; remarkable consistency is found for services to teachers and parents at all levels of education. Albertans, in 1980, tend to favor services to students which enhance the quality of formal learning while these students are in elementary schools. There is a gradual shift during the junior high school years as services to enhance career planning and work awareness assume equal importance to those related to formal learning. At the high school level, career and post-secondary educational planning have assumed the top position although the quality of instruction remains as a significant service priority.

It is noteworthy that services to teachers, at all levels of education, are perceived to have two significant priorities. One is the improvement of individualized instruction. Closely related to this is the perception that teachers should be assisted to maintain a positive outlook on their role and their students. In fact, the positive mental health of teachers is seen to be the most important focus for service at all three levels of education. One might speculate that respondents, many of whom were students, see a strong relationship between teacher "positivism" and effective individualized instruction.

Inter-Group Differences

The tabulated data which have been presented in the previous pages identify mean (average) responses of the total respondent group to individual services. These are ranked, in each instance, in order of perceived importance. The reader will recall that there were nine respondent sub-groups:

		Code
1.	Students (Junior and Senior High School)	S.
2.	Parents	P.
3.	Teachers	T.
4.	School Principals	S.P.
5.	Counsellors	C.
6.	School Trustees	S.T.
7.	Employers	E.
8.	Alberta Education Officials	A.E.
9.	Central Office Administrators	C.O.

It is to be expected that sub-group ratings will differ. Some of their differences are "real" while others are slight and are probably attributable to chance factors.

The task force wished to identify the general hierarchy of importance of services which emerged when ratings of all respondent groups were pooled. These have been presented and some clearly identifiable trends have been discussed. In order to provide some clarification regarding the magnitude of inter-group differences in ratings, several tables and graphic representations are presented which should assist the reader.

Table 23

Sub-Group Means: Most Important Services to Elementary Students

(Service: Children need help to improve their learning skills)

$\bar{X}$.	P.	T.	S.P.	S.C.	S.T.	E.	A.E.	C.O.
3.90	3.92	3.93	3.88	3.92	3.86	3.86	3.89	3.76

(Service: Children need help to develop effective study habits)

$\bar{X}$.	P.	T.	S.P.	S.C.	S.T.	E.	A.E.	C.O.
3.85	3.91	3.79	3.71	3.73	4.00	3.90	3.54	3.76

(Service: Children need help to develop good work habits)

$\bar{X}$.	P.	T.	S.P.	S.C.	S.T.	E.	A.E.	C.O.
3.85	3.89	3.83	3.76	3.80	3.83	3.93	3.83	3.71

The data in Table 23 clearly indicate that respondent sub-groups demonstrated a high degree of commonality in perception of importance of "most important" services to students.

Table 24 depicts perceptions of sub-groups for services of "lesser" importance.

Table 24

Sub-Group Means: Other Services: Elementary Schools

(Service: Help children to realistically assess interests, values, achievements)

$\bar{X}$.	P.	T.	S.P.	S.C.	S.T.	E.	A.E.	C.O.
3.05	3.16	2.83	2.70	2.96	2.88	3.21	2.86	3.00

(Service: Help parents inform school of values they would like the child to develop)

$\bar{X}$.	P.	T.	S.P.	S.C.	S.T.	E.	A.E.	C.O.
2.78	2.78	2.70	2.78	2.93	3.13	2.46	3.00	2.95

(Service: Help teachers present educational and career implications of subjects they teach)

$\bar{X}$.	P.	T.	S.P.	S.C.	S.T.	E.	A.E.	C.O.
2.99	3.24	2.59	2.26	2.91	2.56	2.96	2.75	2.18

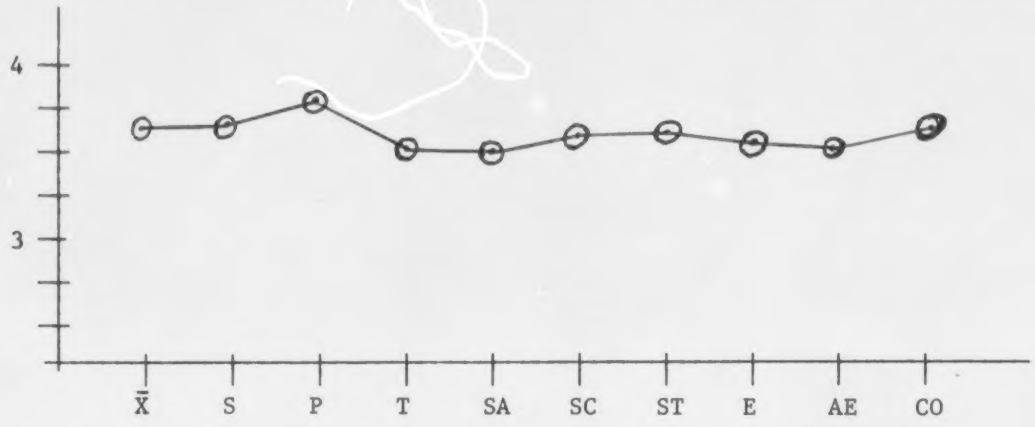
These items (services), which are lower in the scale of importance, tend to be viewed by sub-groups to be consistently at this end of the scale. One might argue that parents and school administrators differ in their perceptions of the importance of helping teachers present career implications of subjects they teach. This may, indeed, be true. What is more important, however, is that ratings across the eight groups tend to be consistently low (or high), thus reflecting a fairly uniform frame of reference. This certainly appears to be the case.

Several additional examples, presented in a different format, follow:

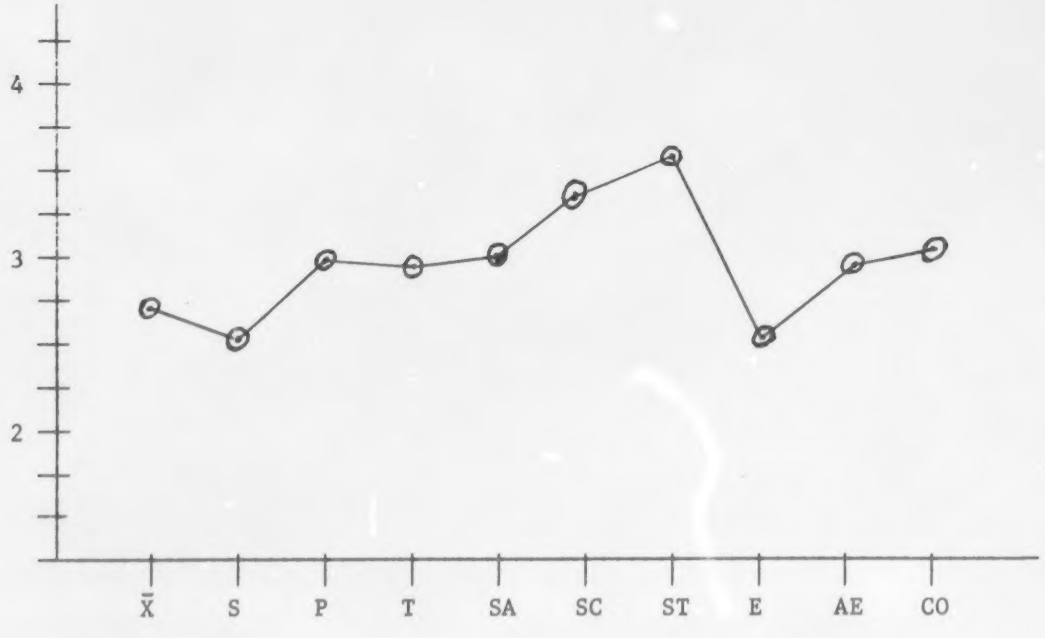
Figure 1

Sub-Group Means: Various Services: Junior and Senior High Schools

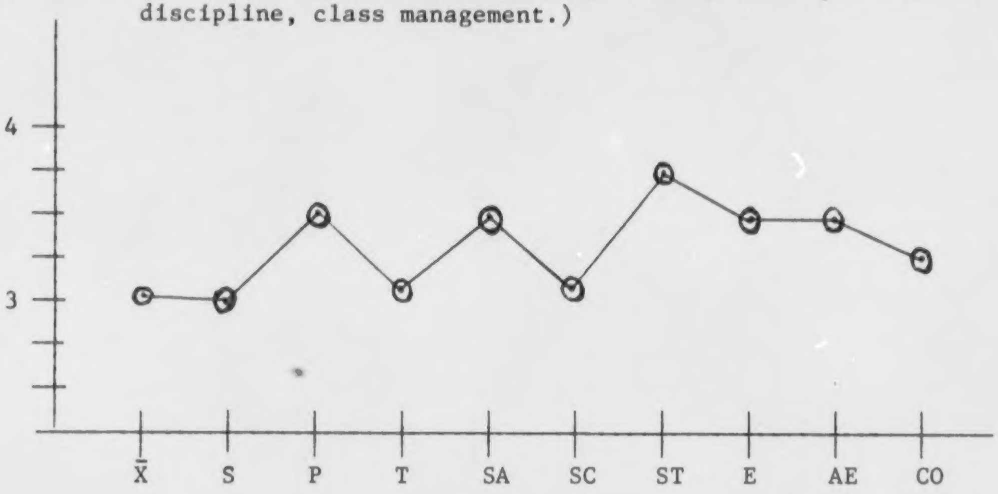
(Service: High school students need help to develop realistic career goals)



(Service: Parents (high school) need opportunity to discuss child development, problems, etc.)



(Service: Teachers (high school) need help with specific problems in discipline, class management.)



The graphic representations of sub-group means of importance ratings of various (randomly selected) services at the secondary school levels tend to confirm the observation that inter-group consistency is present. The center graph in Figure 1 does show that counsellors and trustees tend to rate more highly than other groups the need for assistance to parents to discuss child development and related concerns but the overall degree of consistency is quite striking. This trend tends to be evident across all services thus confirming that the general mean is a fairly good indicator of the importance associated with a given service by any sub-group.

Two qualifications to this statement should be mentioned:

1. Students (at junior and senior high school levels) comprise the largest single sub-group and influence the general (grand) mean accordingly.
2. The sub-groups of trustees, employers, Alberta Education officials, are relatively small in number and their impact on the grand mean is not as strong as that of larger groups in the sample.

Responsibility

The task force was acutely interested in investigating whether Albertans differentially assign responsibility to schools to provide services, especially those which they deem to be most important. The reader will have noted (Tables 14 to 22) that respondents do perceive a varying degree of school responsibility to be associated with services. The pattern becomes clearer as one examines the distributions of responses to services of higher importance.

Table 25

Distributions of Responses: Responsibility: Elementary Schools

Service	Major/ Complete	Shared	Minor
1. Children: improve learning skills	79%	21%	0%
2. Children: effective study habits	61	38	1
3. Children: good work habits	21	77	2
4. Children: develop self-confidence	17	81	2
5. Children: positive attitude to school	37	62	1
6. Teachers: positive attitude to work, students	72	26	2
7. Teachers: understand individual students	54	44	2
8. Teachers: conditions affecting learning	53	46	1
9. Teachers: evaluate progress individual students	78	20	2
10. Parents: children with learning difficulties	38	61	1
11. Parents: children with personal/social problems	20	70	10

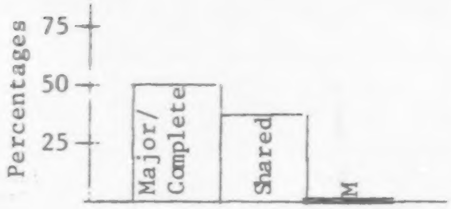
Only a small minority of respondents assign minor responsibility to schools. Interestingly, respondents perceive large differences between Major/Complete Responsibility and Shared Responsibility. These differences appear to be a function of the target of service and the nature of the service.

Teachers, as a target group, are seen to require important services that are the responsibility of schools. Students are seen to require services that are the responsibility of schools (learning skills, study habits) or are a shared responsibility (self-confidence, work habits). Parents are seen to require services which tend to require a shared responsibility. It is difficult to escape the conclusion that respondents expect schools to accept major or complete responsibility for important services that directly affect the classroom learning interaction between students and teachers. These trends are also evident at the junior and senior high school levels, as indicated in the following figures:

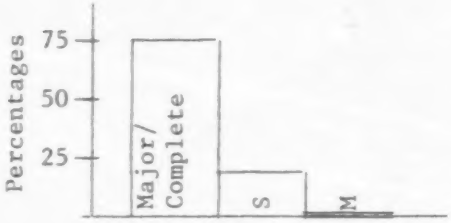
Figure 2

Distribution of Responses: Responsibility: Junior and Senior High Schools

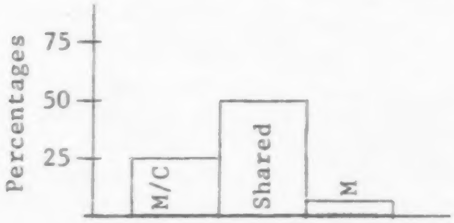
Selected Important Services



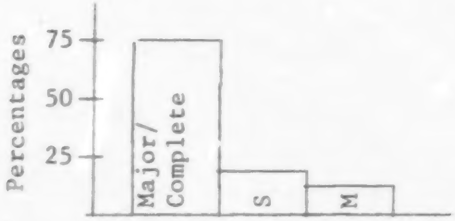
Service: Students in our Junior High Schools must help to develop effective study habits.



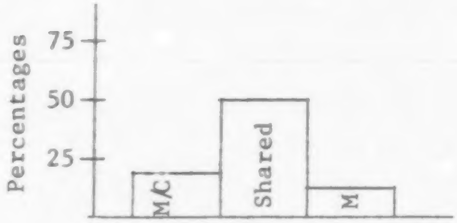
Service: Students in our Junior High Schools need help to improve their learning skills.



Service: Students in our Junior High Schools need help to develop the personal characteristics necessary to get and hold a job.



Service: Teachers in the Junior High School need help to maintain a positive attitude toward their work and students they teach.



Service: Parents with children in Senior High School need help to deal effectively with children who have personal or social problems.

The information contained in the graphic representations in Figure 2 tends to confirm that tendency which was evident for elementary schools. Respondents see schools to have greater direct responsibility for providing important services which have impact on the classroom learning situation. Services which are very important, but which do not immediately relate to the classroom setting, are seen to be a shared responsibility of schools and other agencies and/or parents.

Since many of the most important services were perceived to be those which affect children's learning in school, one would expect a significant correlation to exist between importance and responsibility mean ratings as presented in Tables 14 to 22. The computed correlation (Pearson) across all items at all levels was + .29, significant at less than the .001 level.

Provision of Important Services and Quality of Services

Respondents were asked whether their school provided the service in question, and if so to estimate the quality of the service. One of the major goals of the task force was to determine the effectiveness of service provision in Alberta schools, particularly for those services which public opinion rated most important.

One approach to this determination is to isolate services so rated and to document the degree to which respondents acknowledged provision of same by their school and, if provided by the school, the quality they associated with it.

The important services, the indices of provision and quality, follow. The interested reader may refer to Tables 14 to 22 in order to review the ratings for all services.

Table 26

Estimates Service Provision and Quality

Elementary Schools (Important Services)	Provided (%)	Quality ($\bar{X}$)
Children: need help to develop effective study habits	69	3.3
Children: self-confidence, self-esteem	65	3.3
Children: positive attitude toward school	68	3.3
Children: improve learning skills	88	3.7
Children: good work habits	79	3.4
Teachers: understand individual students, needs	58	3.3
Teachers: evaluate student progress: learning	69	3.4
Teachers: positive attitude to work, students	55	3.4
Teachers: identify conditions: student learning	59	3.4
Teachers: assess educational needs of students	65	3.3
Teachers: understand special student characteristics	59	3.4
Parents: help deal with children: learning difficulties	64	3.4
Parents: help deal with children: personal, social	54	3.2

Approximately two-thirds of the respondents indicated that the important services are being provided by Alberta elementary schools. It must be noted, again, that no students responded to these items and their views are not representatively included in these figures. In those schools perceived to be providing the service, the general rating is 3.4 (" rather good" but less than "very good") on a five point scale, where:

5 = outstanding

4 = very good

3 = good

2 = fair

1 - poor

Table 27

Estimates of Services Provision and Quality

Junior High Schools (Important Services)	Provided (%)	Quality ($\overline{X}$)
Students: develop effective study habits	58	3.2
Students: plan educational programs	52	3.3
Students: personal characteristics: get and hold job	52	3.3
Students: help to improve learning skills	78	3.6
Students: help learn about alcohol and drugs	47	3.2
Teachers: understand individual students	43	3.2
Teachers: evaluate progress of individual students	45	3.2
Teachers: positive attitude to work, students	40	3.3
Teachers: develop rules, regulations that are fair	44	3.2
Teachers: cope with range of interests, abilities	40	3.2
Parents: deal with children: learning difficulties	50	3.4
Parents: deal with children: personal, social	41	3.2
Parents: deal information: help child with school work	42	3.2

With the exception of the service to assist students to improve their learning skills, all other important services were seen to be provided by only half of the respondents. It should be noted that students and parents tended to rate provision of services less frequently than the educators (teachers, principals, counsellors, central office administrators and Alberta Education officials). Where the service was seen to be provided, the mean rating of quality is about 3.3, a figure comparable to the elementary school rating of quality. It may be concluded that students and their parents at the junior high level do not as readily perceive the provision by their schools of the important services they desire. The division of opinion is quite marked and is quite consistent.

The interested reader may observe this response tendency in data contained in Table 29, p. 63. The "provision" means for all sub-groups are included for each level of education. Students and parents had a strong impact on overall ratings of provision of services since they comprised about 80% of the total respondent group at this level.

Table 28

Estimates of Service Provision and Quality

Senior High Schools (Important Services)	Provided (%)	Quality ($\overline{X}$)
Students: develop effective study habits	46	2.9
Students: develop job search skills	51	3.2
Students: adjust to new school situations	70	3.3
Students: plan educational programs	80	3.2
Students: learn to make decisions to achieve goals	65	3.2
Students: develop realistic career goals	74	3.2
Students: select educational program: another inst.	70	3.4
Students: learn continuing education opportunities	83	3.4
Students: personal characteristics: get and hold a job	56	3.2
Students: learn career opportunities in Alberta	64	3.2
Students: learn to improve learning skills	74	3.3
Teachers: understand individual students, needs	38	3.0
Teachers: evaluate progress individual students	43	3.1
Teachers: positive attitude to work, students	56	3.1
Teachers: identify specific conditions that affect learning	38	3.0
Teachers: develop rules, regulations that are fair	51	3.2
Teachers: assess educational needs of students	47	3.2
Parents: help to deal with children: learning difficulties	34	3.1
Parents: help to deal with children: personal, social problems	37	3.1

At the senior high school level there tended to be greater variability among provision of service ratings. Of 19 services, two are seen to be provided by 80% or more respondents, four by 70-79%, two by 60-69%, four by 50-59%, three by 40-49%, four by 30-39%. The mean was 57%. The tendency for students and parents to not perceive provision of important services by schools as frequently as professional educators is again evident. The mean quality rating, for those who acknowledge that the school does provide the service, is 3.17 (good).

Table 29

Percent Rating Provision of Services: Level of Education x Sub-Groups*

	Elementary	Junior High	Senior High
Students	N/A	32 %	34 %
Parents	55 %	35	36
Teachers	87 %	76 %	74 %
Principals	93	87	90
Counsellors	86	89	88
Central Administrators	96	97	86

* These are mean percentages computed over all services at respective levels.

The reader will note that the means reported for the total sample (Tables 14 - 22) conceal the bipolarity of ratings of provision of services between consumers of services (students, parents) and providers of services (educators). Students and parents (at the secondary school levels) and parents (at the elementary level) have markedly different perceptions from educators of the frequency which is associated with provision of services. The consumer groups (parents, students) say that schools are less than 40% effective while the provider groups (educators) say that schools are better than 85% effective. This difference is awesome by virtue of magnitude and consistent across levels of education; it is even more remarkable when one considers the generalized lack of variation on ratings of importance and responsibility among respondent sub-groups.

This vast discrepancy in perception (consumers vs. providers) of services provided by schools points to a problem of the highest order; this matter will be addressed in the section dealing with task force recommendations.

It is of interest to note that respondents tend to acknowledge that important services are provided by schools and that the quality of these services is at least "good". This is reflected by the correlation between importance (means) and provision (means) which obtained a value of .65, and the correlation (importance, quality) of .48. These are not only statistically significant but also provide substantial predictive value.

The pattern of correlations among means for importance, responsibility, provision, quality, is as follows:

	Importance	Responsibility	Provision	Quality
Importance		.292	.645	.484
Responsibility			.239	.278
Provision				.688
Quality				

It is evident that respondents tended to associate provision and quality of services more directly to their ratings of importance than to their ratings of responsibility.

Summary

Adult respondents at the elementary school level tended to give higher mean ratings on importance, provision, quality than respondents (adults and students) at the junior and senior high school levels.

Importance ratings varied with the target of service and level of education. Responsibility ratings are directly related to the degree to which services to students and teachers are integral to the teaching-learning interactions in schools. Services to parents are seen as more of a shared responsibility.

Provision and quality ratings are higher for elementary schools than for junior and senior high schools. This is largely attributable to the fact that students and parents at the secondary levels tended to rate provision of services much less frequently than educators. Parents tended also to rate provision of services less frequently than educators at the elementary level. (Table 29).

Section Three
Services Requiring Development

The reader will recall that the task force mandate contains the direction "to determine those elements which are in most pressing need of development". In the preceding section of this report, the task force has attempted to clarify the perceptions of respondents. Specific mean scores have been reported for each service element and clusters of services are identified for comparisons purposes. General trends have been noted and brought to the reader's attention. These explanations are provided with reference to the dimensions of importance, responsibility, provision and quality.

The task force debated the question of how to respond to the direction, cited above, and contained in the mandate. It would not be complete to focus only on "importance" since some of the "important" services are seen to be a shared responsibility with the larger community.

It seemed reasonable to focus on services which were deemed to be most important, a major responsibility of the school, but which are not provided by schools. It has already been noted that positive relationships exist among these three variables; this, of course, is an encouraging indication that Alberta schools are succeeding in their general goal of providing guidance and counselling programs and services to students, teachers and parents. However, the task force was charged with the onus of identifying "elements which are in most pressing need of development". It is on this question that the report now focuses.

Tables 14 to 22 contain complete data (total sample mean scores) for all services clustered by target of service and level of education. It has been noted that students and parents at the junior and senior high school levels tended to rate provision of services less frequently than educators; it was also noted that services to students, teachers and parents showed differences in mean ratings of importance.

In order to identify the services (elements) which required immediate improvement, the task force decided to use the following strategy. For each table (14 to 22), services ranked in the top 66% on importance would be considered. The reader will have noted that the services (elements) in these tables are ranked in order of importance and are graphically divided into thirds in each table. Of the top two-thirds of services as rated on importance, those which are perceived to be a major responsibility of schools would be isolated. "Major responsibility" was defined as greater than the mean responsibility rating for the table. Those services which met both of these criteria were then checked against the mean "provision" rating for that table and those services which were rated below the mean were deemed to be most in need of improvement.

Items identified in this fashion were characterized by:

1. Importance ratings in the top 66%. for each table (14 to 22).
2. Responsibility ratings above the mean, for each table (14 to 22).
3. Provision ratings below the mean, for each table (14 to 22).

Having followed these criteria, the task force identified the elements contained in Table 30 to be in most pressing need of development.

Table 30

Services in Most Pressing Need of Development

Level	Service
Elementary Schools	1. Assist teachers maintain a positive attitude toward work and students. 2. Assist teachers to understand and cope with student interests, abilities. 3. Assist parents to obtain information re school guidance and counselling programs.
Junior High Schools	1. Assist students to understand how school relates to work. 2. Assist students to realistically assess their interests and abilities. 3. Assist students to be informed re Alberta career opportunities. 4. Assist teachers to maintain a positive attitude toward work and students. 5. Assist teachers to understand individual students and their needs. 6. Assist teachers to understand and cope with the wide range of student interests and abilities. 7. Assist parents to obtain information re school guidance and counselling programs.
Senior High Schools	1. Assist students to develop job search skills. 2. Assist students to develop effective study habits. 3. Assist students to understand how school programs relate to work. 4. Assist students to assess their interests, abilities. 5. Assist teachers to understand individual students and their developmental needs. 6. Assist teachers to identify conditions that affect student learning. 7. Assist teachers to evaluate student progress: develop appropriate learning activities. 8. Assist teachers to understand student interests, abilities. 9. Assist parents to deal effectively with children's learning problems.

At the risk of overgeneralization, there appear to be three major themes which emerge in these elements (services) which are in most pressing need of development:

1. Students: (junior and senior high schools) need help to assess their interests and abilities so that they can more effectively understand the relationship between self, school and work and thereby derive greater benefit from educational and career opportunities available to them.

2. Teachers: require help to understand individual students, plan individualized learning programs and maintain a positive attitude toward their work and their students.
3. Parents: need more information about school guidance and counselling programs and ways to deal effectively with children's learning problems.

The task force is therefore of the opinion that the 19 elements cited in Table 30 are those which most urgently require further development. For the most part these elements are not "new" or additive to existing expectations. Rather, they are fundamental to school guidance and counselling programs and point to the need for local program assessment and development activity. These elements, perceived to be important and the responsibility of schools, are also seen to be provided in Alberta schools less often than they should be. It should be recognized that the procedure used by the task force to identify these elements is sensitive to the perceptions of students and parents and also to the target of services and level of education.

Section Four

School Visitation Data

Background

The task force had been directed to conduct an assessment of the adequacy of school guidance and counselling programs in Alberta, and to identify variables which were related to provision of adequate programs. After considerable discussion certain decisions were made with respect to the notion of adequacy:

1. Adquacy scores would be determined for each school by obtaining the product of importance, responsibility, provision, scores for each respondent and averaging the products to yield a school adequacy score.
2. The adequacy score for any school would have to achieve a value of five or greater to be considered acceptable.

The reader should realize that these decisions were made with full knowledge that they were/could be open to criticism. Nonetheless, the operational definition of adequacy is clear and a minimum acceptable score (5) had been defined by the task force. It should also be noted that the task force assigned a zero value to responses which indicated that the school had minor responsibility for providing a given service.

In multiplicative computation, then, the following possibilities existed for each respondent on each service:

Importance:	4	3	2	1
Responsibility:	4	3	1	0
Provision:			1	0

Where respondents indicated that a particular service was a minor responsibility of the school or was not provided by the school, an adequacy index of zero would be determined. Since each of the services or functions had been deemed to be important by the task force, schools could not attain an acceptable adequacy score if many respondents tended to assign minor responsibility to the school for providing the service or said that the service was not provided at the school. As has been indicated, the latter tendency was common among parents and students and uncommon among educators in the sample.

When adequacy scores had been determined for all schools at each level of education, the following distributions emerged:

	Adequate	Not Adequate	Total	% Adequate
Elementary	42	36	(78)	54
Junior High	10	76	(86)	12
Senior High	21	65	(86)	24

The task force directed that on site visitations be conducted in selected schools at each end of the adequacy continuum in order to determine whether it is possible to identify characteristics which are associated with higher adequacy scores. An additional goal was to ascertain whether the adequacy scores did reflect an actual tendency for schools to provide more services and programs; this was a check on the validity of the adequacy scores. Structured interview forms were developed for this purpose (Appendix H) so that a common frame of reference was presented to all schools at a particular level. These interview forms were comprised of statements of the same services/programs which respondents had rated previously. In addition, school principals were asked to identify the agent responsible for each service in the school (principal, teacher, counsellor, other).

Visitations to schools were conducted by consultants in guidance who are attached to Regional Offices of Alberta Education. These visits were made in May and June of 1980. Final reports were prepared in October, 1980.

Interview data compiled in these visitations indicated that schools (all levels) with acceptable adequacy scores were about 20 percent more likely to provide a given service than schools with unacceptable adequacy scores. Greatest discrimination occurred at the elementary level followed by senior high and junior high. Probabilities associated with services provision among high and low adequate schools were as follows:

	High Adequate	Low Adequate
Elementary	70 %	30 %
Senior High	60	40
Junior High	52	48

The lack of discriminatory power at the junior high level was perplexing. No explanation of this phenomenon is offered although one plausible hypothesis is that student and parent responses at the junior and senior high school levels caused a qualitative difference in adequacy scores at the secondary levels. (See Appendix K). Also, the interviewers spoke to educators during the school visitations and it has been noted that educators perceived provision of services in a more inclusive mode than students and parents. In other words, it may have been more appropriate to have interviewed parents and students in this phase of the study.

While the adequacy scores provided moderately discriminatory power at the elementary and senior high school levels, the observational data compiled by the consultants are striking. These "soft" data are not readily quantifiable but are significant in that they were observed independently and cross over the three levels of education. Consultants reported that seven distinct variables appear to be associated with high adequacy scores at the elementary, junior high and senior high levels:

1. Definite assignments of responsibilities to staff.
2. Time assigned to student services.
3. Utilization of a team approach.
4. Cooperation with community agencies.
5. A broad, articulated scope of responsibilities.
6. Strong leadership by the school principal.
7. Presence of a school counsellor(s).

In addition, school size and staff continuity are noted in two of the three reports (junior and senior high school). When all of these observations are combined, there emerges a picture of the "ideal" school, at least in terms of the provision of services which were studied. It appears to be a school which is large enough (at least at the secondary levels) to have ... a variety of programs for students and sufficient teaching and counselling staff to provide ... a variety of guidance and counselling services ... and a principal who can imbue staff with the beliefs that:

a. Students are persons first.
b. A school philosophy of guidance and counselling is necessary.
c. Staff responsibilities are to be clearly assigned and understood.
d. Teamwork is required to achieve goals.
e. Community resources are invaluable aids.
f. Parents are partners in school programs.
g. Democratic procedures and evident caring are important.
h. The principal is part of the team, a "doer".

These observations, if accurate, necessitate the presence of informed, influential and inspirational leadership by school principals. Even where counsellors are present on staffs in schools, it is very doubtful that a broad and successful program of guidance and counselling services could be provided without leadership by the principal. Teamwork is required and responsibilities are diverse; it is the principal who sets the tone for the school and exercises the authority which creates and/or continues the development of attitudes which are conducive to provision of guidance and counselling programs and services.

The reader is advised that consultants asked school principals to provide information relating to school input and context variables. This information was then supplemented by extensive data from Alberta Education files. Analysis of relationships between these variables and indices of adequacy and quality were investigated. Results of these exploratory endeavours are reported in Section Five, following.

Section Five

Correlational Analysis of Selected Factors Thought to be Associated with Successful Guidance and Counselling-Type Activities[2]

Background and Purposes

Context variables such as size of school and school system, density of population, geographic location and ability to fund education services are sometimes assumed to be related to the adequacy and quality of guidance and counselling programs. Factors such as the foregoing are largely beyond the control of school trustees and administrators. In contrast, input variables are somewhat more amenable to control and manipulation. Some input factors are thought to be predictive of satisfactory services of the type provided in guidance and counselling programs. Inputs may be represented by indicators of variables such as willingness to fund education services, the quality (training and experience) of staff and the school-based and central office-based support provided.

The purpose of the correlation study was to ascertain the degree, if any, that context and input factors are associated with the indicators of adequacy and quality gathered via the task force questionnaires. Correlational information about relationships between the environments in which schools operate and indicators of adequacy and quality do not permit conclusions about cause and effect. However, the relationships uncovered provide a data base for speculating and hypothesizing. Such an empirical base may assist the task force in commenting on possible reasons for variability among schools in the types of services and activities surveyed by questionnaire.

The questionnaire results provide information about "what" requires attention with respect to certain services and activities. The results from correlational analyses supplement subjective judgments in suggesting

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[2] Readers who are not familiar with concepts of correlation, multiple linear regression, tests of significance, variance, levels of statistical significance, are advised to move directly to the summary of this section. The summary begins on page 92.

"why" these needs exist. Specifically, correlational analyses assist in delineating those factors which discriminate among schools which are rated high or low according to adequacy and quality.

Limitations

The major limitation in the correlation study is noted above; namely, that cause-effect relationships cannot be inferred. Size of school or school system, for example, may be correlated with success indicator ratings. However, further studies which employ experimental means (e.g. systematic manipulation of size) might reveal that size per se, is not a causal factor. Instead, size might simply happen to co-vary with a causal factor not included for analysis.

Other limitations include lack of validity in the predictor variables used. The operational definitions of the context and input variables used may be viewed as too constraining and even inappropriate by some readers. For example, quality of staff is operationally defined according to years of experience and formal training. Willingness to fund education is quantified as expenditure per pupil, supplementary requisition tax rates and levies and the quantity of additional professional support staff provided. However, the indicators used are relatively reliable and stable quantitative measures. As a consequence, deficiencies in validity are not due to unreliability.

The sets of predictor variables used are limited to those thought to be relevant and for which data were filed centrally by Alberta Education. These were relatively easy to obtain and did not require additional requests from school administrators. The main sources of information were the ED09 staff record forms completed annually by all certified teachers and the financial, assessment and enrollment data by school system available from Alberta Education publications.

The two criterion variables, adequacy and quality, were limited to the overall indicator ratings. Adequacy and quality of the separate services to students, teachers and parents were not used as criteria.

Operational Definitions

The specific operational definitions for context, input and criterion variables are noted below. The procedures used in quantifying the predictor sets are described. In addition, several other terms used throughout the report are defined.

Context variables: are indicators of factors which cannot readily be altered. Those used as predictors are as follows:

Size of School System (jurisdictions): The grade 1-12 enrollment for 1979-80 (September 30, 1979 pupil count).

Population Density: Number of grade 1-12 pupils in the school jurisdiction divided by square miles.

Wealth (ability to fund education services): The assessed valuation per pupil; equalized property tax assessment divided by grade 1-12 enrollment in the jurisdiction.

Isolation 1: Distance (km) of the school from a university city.

Isolation 2: Distance (km) of the school from a diagnostic centre.

Percent Native: Percent of grade 1-12 enrollment in the school which is comprised of native children (excluding native children not classified as treaty Indians).

Input variables are indicators of factors which are relatively easier to alter. Those used as predictors are as follows:

Financial Support 1: Supplementary tax mill rate.

Financial Support 2: The 1979 per-pupil supplementary requisition levied by the jurisdiction; the dollar valuation of the requisition divided by September 30, 1979 grade 1-12 enrollment.

Financial Support 3: The 1979 per-pupil operation expenditure by the jurisdiction; total 1979 operation expenditures (excluding disbursements for capital and transportation) divided by the September 30, 1979 grade 1-12 enrollment.

School Size: September 30, 1979 grade 1-12 enrollment in the target school.

Staff Experience: The years of teaching experience reported by certificated teachers on Form ED09.

Staff Training: The years of teacher education reported by certificated teachers on Form ED09.

Staff Preservice: An index representing the guidance-related courses (psychology, educational psychology, special education, remedial reading, etc.) reported by teachers in Form ED09; three courses = 1 unit guidance-related courses.

*Counsellor quantity: The ratio of students to F.T.E. (full-time equivalent) teachers designated as counsellors.

*Counsellor quality: The average years of training reported by counsellors in the target schools on Form ED09.

*Counsellor experience: The average years of experience reported by counsellors in the target schools on Form ED09.

*NOTE: Schools without teachers designated as counsellors were recorded as 0.00 on this item.

School-based support (Board support): The ratio of total teachers in the school to F.T.E. professional support staff (librarians, counsellors, resources teachers, etc.)

Central Office Professional Support (personnel support): The number of F.T.E. central office professional support staff available to the school (adjusted by ratio of size of school enrollment to jurisdiction enrollment).

Administrator Training: The average years of teacher education reported by administrators in the target school on Form ED09.

Administrator Experience: The average years of teaching experience reported by administrators in the target school on Form ED09.

Administrator Quantity: The ratio of F.T.E. administrators to total teachers in the target schools.

Criterion variables: are represented by the indices of adequacy and quality used in the questionnaire survey. The two criteria are:

Adequacy: The combined weighted averages of perceptions about importance and degree of school responsibility for guidance/counselling activities existing in the respondents' target school(s); the product of ratings of importance, school responsibility and provision of the activity of service.

Quality: The questionnaire respondents' ratings of quality of counselling/guidance type services in the school they rated.

Sorting variables: Several were used to categorize various characteristics of the samples of schools used in the study:

Level of School: Elementary, junior high and senior high school.

Rural/Urban Location: Rural schools (small/medium jurisdictions) are somewhat arbitrarily defined as those in jurisdictions with fewer than 10,000 students enrolled. Urban schools are those in large jurisdictions enrolling 10,000 or more students.

Designated Central Office Leader: Schools in jurisdictions with someone appointed as Director of Pupil Personnel, Guidance or Special Education.

Procedures

A multiple linear regression procedure (SPSS) was used which included the following features and steps:

1. Intercorrelations (Pearson r) were computed among all variables which were comprised of continuous data.
2. A forward-reaching stepwise procedure was then employed in entering the predictor variables (one at a time) in the prediction equation. The predictor correlating most highly with the criterion was entered first. The partial correlation with the criterion of each of the remaining variables was computed next (with the contribution of the first-entered variable partialled out or controlled). From the remaining variables the one with the highest partial correlation with the criterion was entered next. The contribution of each successive variable entered was tested for statistical significance. Only those that were significant at $p < .10$ were selected for tabulation.

   The variables selected for a predictor set were those that contributed significantly to explaining the variance (differences) among schools for the particular criterion indicator used. Those that had a probability greater than one in ten ($p > .10$) of not characterizing the population of schools from which the sample was drawn were excluded from the set of predictors.
3. The percentage of variance accounted for by each predictor selected and the total in each set was tabulated for display in the results section. To facilitate communication "proportion of variance accounted for (explained)" was re-phrased as "percentage of differences among schools accounted for" in a column heading in the tables of results.

Results

The results section is organized according to several categories of schools. The categories used for report purposes are as follows:

Levels: Elementary, junior and senior high.

Rural/Urban Location: Rural < 10,000 students enrolled or small/medium sized jurisdictions; urban > 10,000 students, large urban jurisdictions.

Designated Central Office Leader: No = schools in a jurisdiction without a central office official assigned responsibility for one or more of guidance/counselling, pupil personnel, services and special education; yes = central office leader assigned to one of the above.

Results by School Level

Comparisons among school levels displayed in Table 31 (adequacy) and Table 32 (quality) indicate that both ratings favour the elementary school. Both junior and senior high schools are rated lower than elementary schools on quality and adequacy. There are no statistically significant differences between junior and senior high school on these measures. Once again, it should be noted that students were not part of the respondent group which evaluated elementary schools. It has been noted (p. 63) that students and parents at junior and senior high school levels tend to rate provision of services much less frequently than the educators in the sample. This tendency would deflate adequacy scores at the junior and senior high school levels.

The adequacy index for elementary schools is 1.02 and .76 higher than for junior and senior high schools respectively. On average quality ratings, the corresponding differences are .53 and .54, both favouring the elementary schools. However, only adults were surveyed with respect to elementary schools. In contrast, about one-half of the indices for junior and senior high schools reflect student opinion. Accordingly, direct comparisons between elementary and secondary levels are inappropriate.

Table 31

Adequacy of Guidance and Counselling - Type Services: Comparisons Among Elementary, Junior and Senior High Schools

Pair-wise Comparisons by School Levels

		Elementary	Junior High	Senior High
Descriptive	n	77	74	86
Statistics	$\bar{x}$	4.97	3.95	4.21
	sd	1.39	1.24	1.13
Differences		Elementary	1.02^{**}	0.76^{**}
between means		Junior High		0.26

$^{**}p, < .01$

Table 32

Quality of Guidance and Counselling - Type Services: Comparisons Among Elementary, Junior and Senior High Schools

Pair-wise Comparisons by School Levels

		Elementary	Junior High	Senior High
Descriptive	n	77	74	86
Statistics	$\bar{x}$	1.97	1.44	1.43
	sd	0.63	0.52	0.50
Differences		Elementary	0.53^{*}	0.54^{**}
between means		Junior High		0.01

$^{*}p < .05$

$^{**}p < .01$

Ratings of adequacy and quality of guidance/counselling kinds of activities and services are compared by school level in Tables 33, 34 when schools are further sorted according to size. Table 33 indicates school size is associated with significant differences in adequacy ratings only at the high school level: medium and large senior high schools are deemed more adequate than small ones: large high schools are rated significantly more adequate than medium sized high school units. Size is not a factor in adequacy ratings assigned to elementary and junior high schools. This finding offers partial support for the observations of consultants reported in the previous section.

Table 34 displays the results of quality ratings by school level and size. The same results as for adequacy were obtained: for only senior high schools was size associated with statistically significant differences; large is better since both medium and large high schools were rated higher for quality than small high schools; and large high schools were assigned higher grades, on average, than medium sized high schools.

Table 33

Adequacy of Guidance and Counselling - Type Services: Comparisons Among School Levels by School Size

School Level		Pair-wise Comparisons by Size of School		
Elementary		Small	Medium	Large
	n	11	41	25
	$\bar{x}$	4.47	4.83	5.23
	sd	2.12	1.57	0.93
Differences		Small	0.35	0.76
Between means		Medium		0.40
Junior High		Small	Medium	Large
	n	9	30	36
	$\bar{x}$	3.27	3.87	4.14
	sd	1.88	1.09	1.16
Differences		Small	.60	0.87
Between means		Medium		0.26
Senior High		Small	Medium	Large
	n	24	41	18
	$\bar{x}$	3.60	4.14	5.15
	sd	0.99	1.03	0.96
Differences		Small	0.54^{*}	1.55^{**}
Between means		Medium		1.01^{**}

$^{*}p < .05$

$^{**}p < .01$

Table 34

Quality of Guidance and Counselling - Type Services: Comparisons Among School Levels by School Size

School Level		Pair-wise Comparisons by Size of School		
Elementary		Small	Medium	Large
	n	10	41	25
	$\bar{X}$	2.11	1.94	2.08
	sd	0.91	0.61	0.44
Differences		Small	0.17	0.03
Between means		Medium		0.14
Junior High		Small	Medium	Large
	n	9	30	36
	$\bar{x}$	1.07	1.49	1.57
	sd	0.68	0.47	0.67
Differences		Small	0.42	0.50
Between means		Medium		0.08
Senior High		Small	Medium	Large
	n	23	40	18
	$\bar{x}$	1.26	1.37	1.87
	sd	0.42	0.37	0.42
Differences		Small	0.11	0.61^{**}
Between means		Medium		0.50^{*}

$^{*}p < .05$

$^{**}p < .01$

The elementary school multivariate analysis (Table 35) revealed only one factor as significantly related to adequacy indices. Staff training as an indicator of teacher quality accounted for 4.2 percent of the variance among schools on this measure. However, three other predictors accounted for portions of the differences among schools on the quality ratings. Those factors associated with higher quality were (1) high population density, (2) large native population, and (3) a larger complement of school-based professional support staff.

The junior high school multivariate analysis findings are reported in Table 36. Two separate sets of two variables each were found to be associated with rankings of adequacy and quality. For adequacy, staff training and willingness to fund education (the per pupil supplementary requisitions) were predictive. For quality, school administrator training and willingness to fund education (per pupil expenditure) were correlates and accounted for 6.4% and 4.6% of the differences among schools.

The multivariate analysis for senior high schools resulted in larger sets of predictors. Differences among senior high schools on the adequacy rankings were accounted for as follows: school size, 17.9%; experience of school administrators, 4.4%; school system wealth (per pupil assessment), 3.5%; and teachers preservice education in guidance related courses, 3.2%. Two of these correlates were also included in the set of predictors relative to quality; namely, school size, (18.4%) and school system wealth (4.6%). The third predictor of senior high school quality was, as with the elementary school, the size of the school-based complement of professional support staff.

Only two predictors selected were common to more than one school level: staff training was correlated with adequacy levels for both elementary and junior high schools; and school-based professional support was associated with quality indices in both elementary and senior high schools.

Table 35

Proportions of Differences Among Elementary Schools Associated with Context and Input Factors: Predictors Correlated with Adequacy and Quality of Guidance/Counselling-Type Services and Activities.

Variables Contributing Significantly to Prediction[1]	Percentage of Differences Among Schools Accounted for			
	Adequacy		Quality	
	Cum[2]	Chg[3]	Cum	Chg
Staff training	4.2	4.2*	-	-
Population density	-	-	9.6	9.6***
Percent native enrollment	-	-	12.3	2.7*
School-based professional support staff	-	-	15.6	3.2*

[1] Variables contribution to prediction as follows: $^{*}p < .10$; $^{**}p < .05$; $^{***}p < .01$

[2] Cum = Cumulative percentages

[3] Chg = Incremental change in % of variance contributed by the variable

Table 36

Proportions of Differences Among Junior High Schools Associated with Context and Input Factors: Predictors Correlated with Adequacy and Quality of Guidance/Counselling-Type Services and Activities.

Variables Contributing Significantly to Prediction[1]	Percentage of Differences Among Schools Accounted for			
	Adequacy		Quality	
	Cum[2]	Chg[3]	Cum	Chg
Staff training	10.0	10.0***	-	-
Financial Support 2: Supplementary Requisition $ per pupil	14.6	4.6*	-	-
School Administrator training	-	-	6.4	6.4**
Financial Support 3: $ per pupil expenditure	-	-	11.0	4.6*

[1] Variables contributing to prediction as follows: $^{*}p < .10$; $^{**}p < .05$; $^{***}p < .01$

[2] Cum = Cumulative percentage

[3] Chg = Incremental change in % of variance contributed by the variable

Table 37

Proportions of Differences Among Senior High Schools Associated with Context and Input Factors: Predictors Correlated with Adequacy and Quality of Guidance/Counselling-Type Services and Activities.

Variables Contributing Significantly to Prediction[1]	Percentage of Differences Among Schools Accounted for			
	Adequacy		Quality	
	Cum[2]	Chg[3]	Cum[2]	Chg[3]
School Size	17.9	17.9^{***}	18.4	18.4^{***}
School Administrator experience	22.3	4.4^{**}	-	-
School system wealth	25.8	3.5^{**}	22.0	4.6^{**}
Staff preservice in guidance-type courses	29.0	3.2^{*}	-	-
School-based professional support staff	-	-	26.5	3.5^{*}

[1] Variables contributing to prediction as follows: $^{*}p < .10$; $^{**}p < .05$; $^{***}p < .01$

[2] Cum = Cumulative percentages

[3] Chg = Incremental change in % of variance contributed by the variable.

Results by Rural (< 10,000 students) and Urban (> 10,000) Location

Large urban schools are located in school jurisdictions with enrollments exceeding 10,000 students. Rural schools are included among the many school systems with total enrollments below 10,000. Hence, the differences between sets of predictors for large and small/medium jurisdictions permit gross estimates of rural-urban similarities.

The multivariate analysis of schools in rural and small city locations produced results displayed in Table 38. The set of predictor variables identified with adequacy and the respective proportions of variance accounted for are as follows:

Population density, 6.8%; school system wealth, 4.4%; training of school staff, 3.2%; and the size of the complement of school-based professional support persons, 2.0%. Three of these variables were also predictive of quality indices; namely, population density (6.9%), school-based professional support (1.5%) and school system wealth (5.1%). Overall the best predictors of adequacy and quality of guidance and counselling kinds of services in rural, town and small city schools included population density, property tax base and the provision of ancillary professional help at the school level.

Multivariate analysis results for large urban schools are recorded in Table 39. Fewer correlates of adequacy and quality were found than for schools in small/medium sized jurisdictions and less of the total variance (differences among schools) was accounted for by the predictor sets. Table 39 also indicates that all significant relationships are inverse ones. That is, as the predictor increases in value or quantity the criterion of adequacy or quality declines. This occurs for adequacy where distance to a diagnostic center (4.2%) and willingness to fund education (per pupil expenditure, 5.6%) are shown to be inversely related to the criterion. For quality in large urban schools the training of school administrators is shown to be inversely related.

Overall, separate and distinct sets of predictor variables were found for rural/town/small city schools as compared to their large urban counterparts. A larger proportion of the total of all differences among schools in small and mid-sized school systems is explained by those particular sets of correlates (16.5% for adequacy and 13.5% for quality). The comparable proportions for large urban schools are 9.8% and 7.4%, respectively. Table 40 provides descriptive statistics which permit comparisons between rural/town/small city schools with their large urban counterparts. Schools in the very large systems were ranked highest on both adequacy and quality indices.

Table 38

Proportions of Differences Among Medium/Small School Jurisdictions With Context and Input Factors: Predictors Correlated With Adequacy and Quality of Guidance/Counselling-Type Services and Activities.

Variables Contributing Significantly to Prediction[1]	Percentage of Differences Among School Accounted for			
	Adequacy		Quality	
	Cum[2]	Chg[3]	Cum.	Chg.
Population Density	6.8	6.8***	6.9	6.9***
School System Wealth	11.2	4.4***	12.0	5.1***
School Staff Training	14.4	3.2**	-	-
School-based Professional Support Staff	16.5	2.0**	13.5	1.5

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[1] Variables contributing to prediction as follows: $*p < .10$; $**p < .05$; $***p < .01$

[2] Cum = Cumulative percentages

[3] Chg = Incremental change in % of variance contributed by the variable

Table 39

Proportions of Differences Among Large School Jurisdictions Associated With Context and Input Factors: Predictors Correlated With Adequacy and Quality of Guidance/Counselling-Type Services and Activities.

Variables Contributing Significantly[1] to Prediction	Percentage of Differences Among Schools Accounted For			
	Adequacy		Quality	
	Cum[2]	Chg[3]	Cum.	Chg.
Distance to diagnostic centre (Negative)	4.2	4.2**	-	-
Financial Support 3: $ per pupil expenditure (Negative)	9.8	5.6**	-	-
School administrator training (Negative)	-	-	7.4	7.4**

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[1] Variables contributing to prediction as follows: $*p < .10$; $**p < .05$; $***p < .01$

[2] Cum = Cumulative percentages

[3] Chg = Incremental change in % of variance contributed by the variable.

Table 40

Adequacy and Quality of Guidance and Counselling-Type Services: Comparison Between Rural and Urban School Locations

Location	Adequacy			Quality		
	n	$\bar{x}$	sd	n	$\bar{x}$	sd
Rural	167	4.23	1.30	167	1.50	0.59
Urban	70	4.73	1.30	70	1.87	0.56
Difference		0.50**			0.37***	

** $p < .01$

*** $p < .001$

Another overall view of adequacy and quality ratings by rural, town, small-city designation compared to large-urban is provided in Table 41. Here the location has been cross-tabulated with school level to indicate, for each location, the average adequacy and quality levels for each of elementary, junior and senior high types of schools.

Table 41
Adequacy and Quality of Guidance and Counselling-Type Services: Comparison Between Rural and Urban Location by School Level

School Level	Location	n	Adequacy $\bar{x}$	Adequacy sd	Quality $\bar{x}$	Quality sd
Elementary:	Rural	46	4.86	1.37	1.85	0.64
	Urban	31	5.13	1.43	2.14	0.59
	Difference		0.27		0.29*	
Junior High:	Rural	51	3.89	1.34	1.40	0.58
	Urban	23	4.08	1.00	1.53	0.36
	Difference		0.19		0.13	
Senior High:	Rural	70	4.06	1.08	1.35	0.47
	Urban	16	4.89	1.10	1.81	0.46
	Difference		0.83**		0.46*	

* $p < .05$
** $p < .01$

The descriptive statistics provided in Table 41 indicate that, overall, quality levels are higher in large-urban locations in the elementary and senior high categories. There is no statistically significant quality difference between large-urban and others at the junior high school level. Only the senior high school level shows a significant difference, favouring large-urban schools, with respect to adequacy.

With respect to adequacy index levels another analysis was undertaken in order to partial out the contributions by respondents from small-city schools to the "rural" schools' data in Table 41. Average adequacy indices of three categories of schools are displayed in Tables 42, 43 and 44. The categories are rural schools (in counties, divisions and non-city districts), small-city schools and large urban schools (in Calgary and Edmonton).

Table 42 displays these data with respect to elementary schools. Comparisons of average adequacy levels indicate that the difference (1.07) between rural and small-city elementary schools is statistically significant ($p < .01$); the small-city schools are rated more adequate. Neither of the other differences is significant: rural vs. large-urban (0.56); or small-city compared to large-urban (0.51).

Table 42

Adequacy of Counselling and Guidance-Type Services: Comparison Among Rural, Small-City and Large-Urban Elementary Schools

School Level		Descriptive Statistics Rural	 Small-City	 Large-Urban
Elementary	N	39	8	31
	$\overline{X}$	4.57	5.64	5.13
	SD	1.54	0.86	1.43
Differences		Rural	1.07**	0.56
Between Means		Small-City	-	0.51

** $p < .01$

At the junior high school level the same results were obtained. Table 43 indicates that the average adequacy index for small-city junior high schools (5.04) is significantly higher than for schools in rural locations (3.71). However, there are no statistically significant differences between either rural or small-city units when they are compared with large-urban schools.

Table 43
Adequacy of Counselling and Guidance-Type Services: Comparison Among Rural, Small-City and Large-Urban Junior High Schools

		Descriptive Statistics		
School Level		Rural	Small-City	Large-Urban
Junior High	N	49	6	21
	$\bar{X}$	3.71	5.04	4.16
	SD	1.31	0.53	0.86
Differences		Rural	1.33^{**}	0.45
Between Means		Small-City	-	0.33

** $p < .01$

At the senior high school level two of three comparisons produced significant differences: small-city schools were shown to be more adequate than rural, and large-urban units were rated more adequate than those in rural locations. Table 44 also indicates no significant difference (0.68) between average adequacy index scores for small-city and large-urban senior high schools. However, all comparisons involving small-city senior high schools must be considered with caution; a sample size of two schools is too small to permit inferences about representativeness.

Table 44
Adequacy of Counselling and Guidance-Type Services: Comparison Among Rural, Small-City and Large-Urban Senior High Schools

		Descriptive Statistics		
School Level		Rural	Small-City	Large-Urban
Senior High	N	68	2	16
	$\bar{X}$	4.01	5.56	4.89
	SD	1.04	0.89	1.06
Differences		Rural	1.55^{*}	0.88^{**}
Between Means		Small-City	-	0.68

* $p < .05$

** $p < .01$

Central Office Leader Designation

Multivariate analysis of schools with and without specified central office leadership was the final investigation undertaken. Table 45 portrays results based on adequacy and quality ratings with respect to schools without a central office director assigned to any of guidance and counselling, special education and pupil services.

The predictors of schools without this type of central office leadership are as follows for adequacy indices: an inverse relationship with school system wealth, 10.4% of the variance explained; training level of school staff, 6.0%; and average training level of school administrators, 4.0%. Two of these variables are also correlates of indicators of quality; school system wealth (9.6%) and training level of school administrators (3.4%). The variable not predictive of adequacy but which correlates with quality is population density (3.7%).

Table 45

Proportions of Difference Among No-Central-Office-Leader Schools Associated With Context and Input Factors: Predictors Correlated With Adequacy and Quality of Guidance/Counselling-Type of Services and Activities.

Variables Contributing Significantly to Prediction[1]	Percentage of Difference Among Schools Accounted for			
	Adequacy		Quality	
	Cum[2]	Chg[3]	Cum	Chg
School System Wealth (Negative)	10.4	10.4	9.6	9.6^{***}
School Staff Training	16.4	6.0^{**}	-	-
School Administrative Training	20.4	4.0^{**}	16.7	3.4^{*}
Population Density	-	-	13.3	3.7^{*}

[1] Variables contributing to prediction as follows: $^{*}p < .10$; $^{**}p < .05$; $^{***}p < .01$

[2] Cum = Cumulative percentages

[3] Chg = Incremental change in % of variance contributed by the variable

Population density also contributes to prediction of quality and adequacy in schools with designated leadership from central administration. Table 46 indicates that in this type of school population density accounts for 3.1% of the total differences among schools with respect to adequacy and that it is the sole correlate among those considered. However, population density in the school jurisdiction in which the school is located contributes more to forecasts of quality levels where 9.1% of the variance is explained. The remaining predictors in the set identified with quality levels are school administrators' average training levels (inversely related, 4.0%) and school-based professional support (2.0%).

Table 46

Proportions of Differences Among Central-Office-Leader Schools Associated With Context and Input Factors: Predictors Correlated With Adequacy and Quality of Guidance/Counselling-Type Services and Activities.

Variables Contributing Significantly to Prediction[1]	Percentage of Differences Among Schools Accounted for			
	Adequacy		Quality	
	Cum[2]	Chg[3]	Cum	Chg
Population Density	3.1	3.1**	9.1	9.1***
School Administrator Training (Negative)	-	-	13.1	4.0**
School-based Professional Support	-	-	15.1	2.0*

[1] Variables contributing to prediction as follows: *$p < .10$; **$p < .05$; ***$p < .01$

[2] Cum = Cumulative percentages

[3] Chg = Incremental change in % of variance contributed by the variable

Descriptive statistics sorted by cross tabulations of central office leader (Yes/No) and school level are displayed in Table 47. Significant differences are noted in average adequacy ratings for junior and senior high schools and these favour the schools in systems with designated central leaders. There is no significant difference among elementary schools with respect to adequacy. For quality, no significant differences were noted at any school level which was correlated with presence or absence of a central office official responsible mainly for student services.

Table 47

Adequacy and Quality of Counselling and Guidance-Type Activities: Comparison Among School Levels According to Designation of a Central Office Leader

School Level	Leader Designated (Yes/No)		Adequacy		Quality	
		n	$\bar{x}$	sd	$\bar{x}$	sd
Elementary	Yes	51	5.11	1.41	2.07	0.57
	No	26	4.52	1.60	1.89	0.67
	Difference		.59		.18	
Junior High	Yes	45	4.22	0.94	1.57	0.37
	No	30	3.49	1.52	1.35	0.85
	Difference		.73*		.22	
Senior High	Yes	49	4.38	1.17	1.52	0.48
	No	34	3.89	0.96	1.34	0.37
	Difference		.49*		.18	

* $p < .05$

Summary and Conclusions

The association of six context variables (representing factors which are not amenable to change) and 15 input variables (indicators of alterable factors) were investigated by correlational procedures. The strength of the association between each variable and indices of adequacy and quality of guidance and counselling-type services were computed and tabulated.

Separate analyses were undertaken with schools categorized by level (elementary, junior high and senior high), jurisdiction type (rural/small-city, large-urban) and according to whether or not the school system had designated someone as a central office leader with responsibility delimited to guidance/special education/pupil services types of activities. Tables 48 and 49 provide an overview and summary of the results.

Correlates of Adequacy

Table 48 charts the strength of significant relationships between predictor variables and ratings of adequacy. The following results are worthy of note:

1. Considering all of the analyses over one-half of each of the sets of context and input variables were found to correlate with adequacy.
2. School system wealth (per pupil assessment) was the context variable which predicted adequacy most frequently (three times) followed by population density in the school system (twice).

   Table 48 indicates that wealth was positively correlated with adequacy ratings in senior high schools, rural/small-city schools but negatively correlated for schools without a designated central office leader. This latter finding reveals that relatively wealthy districts which have not assigned priority to guidance activities (as reflected by not appointing a full-time leader) tend to receive lower adequacy ratings.
3. Training levels of teaching staff was the input variable most frequently associated with adequacy. This result held for elementary schools, junior high schools and schools without central office leaders.
4. The types of schools for which the most variance (differences among schools) was explained by sets of predictor variables were as follows: senior high schools, four predictors and 29.0 percent of the variance; no central office leader schools, three predictors and 20.4 percent of the variance; and rural/small-city schools, four predictors which accounted for 16.4 percent of the variance.

   Senior high schools with the highest adequacy ratings tended to have the following characteristics: location in wealthier districts, large enrollments, administrators with considerable experience and a teaching staff with above average numbers of university courses in guidance related subjects.

   The four factors which discriminated between higher and lower adequacy schools in rural/small-city locations were population density, school system wealth, education level of teaching staff and the quantity of school-based professional support staff provided (librarians, special class teachers, etc.). The relationships were all positive; adequacy ratings increased with increases in the values assigned to this set of predictors.

Schools in jurisdictions without central office leaders had adequacy ratings which were predicted by school system wealth (inversely related; the lower the per pupil assessment, the higher the adequacy index), and training levels of both the teaching staff and school administrators. Many of the schools in low assessment areas are in school jurisdictions which have been categorized as disadvantaged for compensatory program funding purposes. As a consequence, above average numbers of remedial and compensatory programs are in place and this may explain the tendency of respondents to rate adequacy in those schools more favorably.

Adequacy index levels of schools in the junior high category were best predicted by an indicator of willingness to fund education (supplementary requisition per pupil) and training levels of the teaching staff.

Table 48

Predictions of Adequacy: Frequencies of Significant Predictions and Percentages of Variance Accounted for (Stepwise).

Predictor Variables	School Level			School Category		Central Office Leader(?)		Frequency Total
	El.	Jr. Hi	Sr. Hi	Rural, Sm-City	Large-Urban	No	Yes	
	%	%	%	%	%	%	%	f
Context Variables:								
-Size of School System	-	-	-	-	-	-	-	0
-Population Density	-	-	-	6.8	-	-	3.1	2
-School System Wealth	-	-	3.5	4.4	-	-10.4	-	3
-Isolation #1	-	-	-	-	-	-	-	0
-Isolation #2	-	-	..	-	-4.2	-	-	1
-% Native	-	-	-	-	-	-	-	0
Input Variables:								
-Supplementary Mill Rates	-	-	-	-	-	-	-	0
-Supplementary Requisition per pupil	-	4.6	-	-	-	-	-	1
-Operation Expenditure per pupil	-	-	-	-	-5.6	-	-	1
-School Size	-	-	17.9	-	-	-	-	1
-Staff Experience	-	-	-	-	-	-	-	0
-Administrative Experience	-	-	4.4	-	-	-	-	1
-Staff Training	4.2	10.0	-	3.2	-	6.0	-	4
-Administrative Training	-	-	-	-	-	4.0	-	1
-Preservice in Guidance-Type Courses	-	-	3.2	-	-	-	-	1
-Counsellor Quantity	-	-	-	-	-	-	-	0
-Counsellor Training	-	-	-	-	-	-	-	0
-Counsellor Experience	-	-	-	-	-	-	-	0
-School-based Professional Support Staff	-	-	-	2.0	-	-	-	1
-Central Office Professional Support	-	-	-	-	-	-	-	0
-Administrative Quantity	-	-	-	-	-	-	-	0
Frequency Totals	1	2	4	4	2	3	1	17
Percentage Totals	4.2	14.6	29.0	16.4	9.8	20.4	3.1	

Table 49

Predictions of Quality: Frequencies of Significant Predictions and Percentages of Variance Accounted for (Stepwise).

Predictor Variables	School Level			School Category		Central Office Leader(?)		Frequency Total
	El.	Jr. Hi	Sr. Hi	Rural, Sm-City	Large-Urban	No	Yes	
	%	%	%	%	%	%	%	f
Context Variables:								
-Size of School System	-	-	-	-	-	-	-	0
-Population Density	9.6	-	-	6.9	-	3.7	9.1	4
-School System Wealth	-	-	4.6	5.1	-	-9.6	-	3
-Isolation #1	-	-	-	-	-	-	-	0
-Isolation #2	-	-	-	-	-	-	-	0
-% Native	2.7	-	-	-	-	-	-	1
Input Variables:								
-Supplementary Mill Rates	-	-	-	-	-	-	-	0
-Supplementary Requisition per pupil	4.6	-	-	-	-	-	-	1
-Operation Expenditure per pupil	-	4.6	-	-	-	-	-	1
-School Size	-	-	18.4	-	-	-	-	1
-Staff Experience	-	-	-	-	-	-	-	0
-Administrative Experience	-	-	-	-	-	-	-	0
-Staff Training	-	-	-	-	-	-	-	0
-Administrative Training	-	6.4	-	-	-7.4	3.4	-4.0	4
-Preservice in Guidance-Type Courses	-	-	-	-	-	-	-	0
-Counsellor Quantity	-	-	-	-	-	-	-	0
-Counsellor Training	-	-	-	-	-	-	-	0
-Counsellor Experience	-	-	-	-	-	-	-	0
-School-based Professional Support Staff	3.3	-	3.5	1.5	-	-	2.0	4
-Central Office Professional Support	-	-	-	-	-	-	-	0
-Administrative Quantity	-	-	-	-	-	-	-	0
Frequency Totals	4	2	3	3	1	3	3	18
Percentage Totals	20.2	11.0	26.5	13.5	7.4	16.7	15.1	

Correlates of Quality

Table 49 summarizes the frequency with which various indicators predict quality ratings of guidance and counselling types of activities. In addition, the percentages of variance (differences among schools) accounted for by various predictors are noted. The highlights of results relative to ratings of quality are as follows:

1. The indicators which were associated most frequently with perceptions about quality are population density, training level of administrators (inversely related in one-half the instances), school-based professional support staff and school system wealth.

   As with ratings of adequacy, school system wealth was negatively correlated with quality in schools which did not have a central office leader designated specifically for student services. That is, poorer districts (in terms of per pupil assessment) tended to be graded higher in quality.
2. The best sets of predictors were found for senior high schools (26.5% of the total variance explained) and elementary schools (20.2%). However, only school-based professional support staff is common to each set. For senior high schools the other correlates of quality are school size and school system wealth. For elementary schools three additional predictors are population density, percent of native enrollment and willingness to fund education (supplementary requisition per pupil).
3. Quality of services in large urban schools (with the results from elementary, junior high and senior high aggregated) was predicted least well. Table 49 indicates that the only predictor was training levels of school administrators and that the correlation was negative.
4. For quality, difficult-to-alter context variables were as predictive as the more numerous readily-altered input variables. On average, individual context variables were relatively more strongly correlated with quality ratings.

CHAPTER FOUR

Summary of Findings, Conclusions, and Recommendations

Summary of Findings

1. A validation sample of Alberta educational administrators and trustees gave firm endorsation to eight assumptions which underlie school guidance and counselling programs. These assumptions reflected that school guidance and counselling programs should/must:

   1) Enhance the goals of schooling of Alberta Education.
   2) Develop individuality and social responsibility.
   3) Help students become effective problem solvers.
   4) Be available to all students.
   5) Be integrated with the education process.
   6) Be developmental as well as prescriptive or remedial.
   7) Be staffed by personnel with effective planning and evaluation skills.
   8) Provide the separate but related functions of guidance and counselling.

   The mean percentage of the sample indicating general or total acceptance of the importance of the eight assumptions was 83.5%.

2. In terms of feasibility, the validation sample tended to be less emphatic; the mean percentage expressing the view that the assumptions were generally or totally feasible in Alberta schools was 46%. Response patterns on this dimension might reflect the tendency for members of the general public (in this case, trustees) to believe that practical implementation of general principles which are acknowledged to be important, is more easily accomplished than educators would acknowledge.

3. Seventy-two percent of the validation sample stated that the assumptions were clear or very clear to them.

4. The large survey sample, representative of students, parents, teachers, principals, counsellors, trustees, employers, Alberta Education officials and central office administrators (total $N \geqslant 18,000$) expressed the view that the variety of services generally considered to be provided by school guidance and counselling programs is important. None of the services was rated below 2.7 on a 4 point scale.

5. Services to elementary schools were seen by respondents to be of greatest importance. Students were not part of the respondent group at the elementary school level.

6. Services to students were rated higher by respondents in importance at all school levels, followed by services to teachers and, thirdly, to parents.

7. The reader is reminded that all services were rated above 2.7 on a four point scale (Tables 14 to 22). An analysis of services which received the highest ratings reveals the following:

Services with Highest Importance Ratings

Target of Service

	Students	Teachers	Parents
Elementary	-effective study habits	-individualize instruction	-deal with learning difficulties
	-better learning skills	-maintain positive attitude	-help child: personal problems
	-positive attitude	-understand individual needs	-understand educational development
Junior High	-study habits -learning habits -attitude toward work -career decision making	-as above	-as above
Senior High	-career planning skills -job search: continuing education -study and learning skills	-as above	-as above

The prevailing concern, as expressed in the importance ratings of services to target groups at three levels of education, is that guidance and counselling programs provide services to promote better learning by students, better teaching by teachers and more effective involvement of parents in the child's educational and personal development. There is an evident shift in priorities for services to students as they grow older. Work attitudes, career exploration, decision making and career planning assume greater importance at junior and senior high school levels.

8. In terms of responsibility or provision of important services, respondents tended to assign major responsibility to schools if services related to the needs of the classroom learning situation. Otherwise, they tended to see a shared responsibility with parents, agencies, etc. being involved with the schools. (See Appendix L).

9. Survey results pertaining to provision of important services (top third) by schools revealed the following:

Elementary* - A mean percentage of 66% of respondents indicated agreement that their schools provide the services.

Junior High - A mean percentage of 49% of respondents indicated agreement that their schools provide the services.

Senior High - A mean percentage of 57% of respondents indicated agreement that their schools provide the services.

Two trends are of particular significance:

a) The low (relative) rating given junior high schools.
b) Students and parents tended to rate provision of services less frequently than educators.

10. In order to highlight the differences in perception noted above, the task force decided to reproduce Table 29, page 63, for inclusion in the summary statements.

Table 29

Percent Rating Provision of Services: Level of Education x Sub-Groups**

	Elementary	Junior High	Senior High
Students	N/A*	32%	34%
Parents	55%	35%	36%
Teachers	87%	76%	74%
Principals	93%	87%	90%
Counsellors	86%	89%	88%
Central Administrators	96%	97%	86%

**These are mean percentages computed over all services at respective levels.

The consumer groups (parents, students) say that schools are less than 40% effective while the provider groups (educators) say that schools are better than 85% effective. This difference is awesome by virtue of magnitude and consistent across levels of education; it is even more remarkable when one considers the generalized lack of variation on ratings of importance and responsibility among respondent sub-groups.

This vast discrepancy in perception (consumers vs. providers) of services provided by schools points to a problem of the highest order; this matter will be addressed in the section dealing with task force recommendations.

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* The reader is again reminded that students were not part of the sample of respondents at elementary school level.

11. An index of adequacy (importance x responsibility x provision) was computed for all services and all schools. Adequacy indices for services are contained in Appendix K. By definition, those services which are seen to be most important and a major responsibility of the school, tend to have "satisfactory" adequacy indices (5.00 or greater). Similarly, though not as frequently, some services rated lower in importance and lower as a school responsibility, attained "satisfactory" adequacy scores because they are highly rated in terms of provision, e.g. "to assist students develop constructive leisure time activities", at the elementary and junior high school levels. One of the difficulties encountered with the notion of "adequacy" as defined by the task force was that all services tended to be rated as important and very few were seen to be a minor responsibility of the school. In addition, students and parents at the secondary school levels tended to rate provision of services much less frequently than the educators in the sample. This meant that adequacy indices obtained by using only students' ratings were lower than those obtained from adults' ratings (see Appendix K), and those obtained for parents are much more similar to student ratings than to educators.

    Adequacy indices for schools, computed by averaging across all services for a particular school and including all respondents for that school, revealed that 42 of 78 elementary schools (54%) achieved satisfactory adequacy indices, 10 of 86 junior high schools (12%) and 21 of 86 high schools (24%) achieved overall adequacy indices of 5.00 or greater. As has been indicated, students and parents contributed heavily to the lower adequacy indices at the junior and senior high school levels. Indeed, parents tended to deflate ratings at the elementary school level.

12. A quality index (five point scale) revealed that services, where seen to be provided, obtained mean quality ratings as follows:
    Elementary - 3.4 ("rather good")
    Junior High - 3.3 ("rather good")
    Senior High - 3.1 ("good")

    An interesting pattern of intercorrelations among the mean scores (over all levels) on all services in the surveys was observed. These correlations, all of which are statistically significant ($p < .001$), reflect the tendency for important services to be (seen to be) provided by schools and for provided services to be (seen to be) of higher quality.

13. The school visitation date identified seven variables which were related to high adequacy scores at all levels. These were:
    1. Definite assignment of responsibilities.
    2. Time assigned to student services.
    3. Team approach.
    4. Cooperation with community agencies and parents.
    5. Broad, articulated scope of responsibilities.
    6. Principal leadership.
    7. Presence of school counsellor(s).

14. Multivariate analyses which related adequacy and quality scores of schools to selected input and context variables revealed the following:
    1. The six context variables used in the study, on average, were more potent predictors than the 15 input variables selected. The set of six accounted for as much of the variance overall as the 15 input variables.
    2. Population density and school jurisdiction wealth were the most frequently selected context indicators.
    3. The most frequently selected input variables were administrator training, staff training, expenditures per pupil and school-based professional support.
    4. School-based professional support was assigned equally often as a predictor of both adequacy and quality. However, adequacy most frequently was identified with expenditure per pupil and staff training. Administrator training was more frequently associated with quality.
    5. The search for predictors and sets of characteristics associated with adequacy and quality criteria was most fruitful with respect to: a) senior high schools, b) small/medium sized jurisdictions, and c) schools in jurisdictions without specialist leadership.

Conclusions

The task force wishes to convey its general conclusions with respect to the mandate which outlined its terms of reference (see page 12).

1. The task force believes it has identified the desirable elements of adequate school guidance and counselling programs. While acknowledging that the lists of such elements (services, programs, functions) it has prepared are probably not all inclusive, the task force received

strong support from Albertans that all of these elements are important and that many of them are the complete or major responsibility of schools. (pp. 27-59)

2. (a) Adequacy: The task force concludes, regretfully, that many Alberta schools do not provide guidance and counselling programs which offer a full range of services as measured by the identified desirable elements. At the same time, the task force noted that some schools are providing excellent programs and that there is wide variability across the total population of schools. The larger urban and small city schools appear to be doing the best job of offering a full range of services. (p. 87)

   (b) Quality: The task force concludes that where services are seen to be provided these services are judged to be of good quality (pp. 40-50, 59-64). There is, however, a wide discrepancy between consumers of services (students, parents) and providers of services (educators) in terms of their respective perceptions of the numbers of services which schools provide. (p. 63)

3. The task force has identified nineteen services which it believes are most in need of further development. (p. 67)

4. The task force has prepared twenty-three recommendations to the Minister of Education based on the information collected. These are contained in pages immediately following.

Recommendations

The experience of the task force has been a most rewarding one. The accumulation of information was undertaken on a large scale and in a manner which might be described as novel in Alberta. The voices of major stakeholder groups have been heard; assumptions and services have been evaluated and priorities ascertained; on site assessments have identified variables which contribute to effective guidance and counselling services in schools. Input and context variables have been shown to have some modest relationships with measures of adequacy and quality.

There is always a temptation to list a long string of recommendations and hope that some of them will evoke action by appropriate authorities. The task force recognizes the limitations of survey data and the instruments it authorized to obtain information. It also recognizes that recurring themes cited by the many respondents probably reflect commonalities of perceptions of needs that must be met if guidance and counselling services in Alberta schools are to be more effective in the 1980's. It is to these recurring themes that the task force addresses its recommendations.

The task force also recognized that decentralized budgeting and programming, admittedly within the context of provincial (central) guidelines, places an onus of responsibility on local school district decision and policy makers. Local school trustees must decide for their jurisdictions which services and programs require additional resources and development.

It is clear that Albertans expect their schools to be providing much more than formal instruction in basic academic subjects - a wide variety of supplementary services has been strongly endorsed by Albertans whose opinions were tapped by the task force. As has been mentioned throughout the report, the high ratings of importance given to all services makes it evident that Albertans see schools of the future becoming more inclusive in terms of services' provision; at the same time, they expect schools to have a shared responsibility with other community and family resources for some of these services. Those services which directly impinge upon classroom learning situations are seen to be the major or complete responsibility of schools.

On the basis of information collected in its study and reported in this document, the task force recommends as follows:

1. The task force found clear support from a broad representation of Alberta society for the stated elements of a school guidance and counselling program. The task force expects that Alberta Education will assume a leadership role including provision of sufficient finances to school jurisdictions to ensure that adequate programs exist in all Alberta schools. (pp. 40-50, 67)

   Particular emphasis must be placed on assisting Alberta schools in attending to the pressing needs identified in this study. Several members of the task force favor ear-marked grants to achieve this goal.

2. Copies of the task force report be made available to all trustees in the province so that local school boards can review the task force report and direct that formative assessments of guidance and counselling services be undertaken at the local district level.

   The purpose of this recommendation is threefold:

   1. Assist trustees to become more aware of the task force report.
   2. Identify additional local needs for services.
   3. Promote constructive change at the local level.

3. The Minister of Education, after due consideration of the report and recommendations, provide the task force members an opportunity for dialogue with him regarding his reactions and proposals.

   The task force has devoted considerable time and energy to formulation of its study, interpretation of data and preparation of its report. It does not consider itself to have fully discharged its responsibility until it reviews these matters with the Minister of Education in order to provide clarification, where required, and to provide impetus for constructive changes which will benefit Alberta students.

4. School trustees and administrators dialogue to clarify whether perceptions of feasibility of underlying assumptions are compatible.

   There is some evidence (see discussion re feasibility of assumptions) that some divergent opinions exist. The task force believes that a process of clarification of such divergence would benefit trustees and administrators.

5. Additional programs and/or resources be provided for parents to assist them to intervene effectively with learning and/or personal problems being experienced by their child. (pp. 40-50)

   The task force survey revealed this to be a major priority for service. School districts might be well advised to consider offering this service on an individualized basis as children's problems are being considered. Parents often feel quite "helpless" in these situations and some expert guidance from school/other personnel would be constructive. In addition, schools should present annual short seminars for parents on topics such as common development and learning problems among children. Where available, specialist personnel such as school counsellors can provide leadership.

6. Administrators, principals, teachers and counsellors facilitate the involvement of parents in order to develop and maintain a positive relationship with their local school. (p. 71)

   There is frequent mention of the role of parents in schools (consultants' reports). With proper guidance from school personnel, many more parents might be encouraged to become constructively involved with school activities, on a formal or informal basis. Wide distribution (among schools) of this report will facilitate attainment of this goal.

7. Local school boards be encouraged to provide inservice education and other support for teachers to better their understanding of the art and practice of individualized instruction. (pp. 40-50)

   Teachers and others in the survey consistently indicated the need for assistance in developing and maintaining such skills.

8. Alberta Education assist school boards to provide bursaries and upgrading opportunities to selected counsellors and teachers in the area of counselling and guidance.

   The task force believes that this strategy will assist school boards to better achieve the goal of providing school guidance and counselling programs of high adequacy and quality. The task force encourages school boards to select recipients from existing staff whose qualities are known.

9. Teachers be provided program services to foster an enthusiastic and positive outlook on their work and students. (pp. 40-50)

   The task force recognizes that teaching is always demanding and frequently draining of energy reserves. Respondents consistently noted that this area is one of great importance. It would appear that teachers themselves should work together with trustees, administrators and others to foster development of programs and resources which will assist in this regard. The phenomenon of "burn out" is but one dimension. Personal and family crises, alcohol abuse, neurotic behavior, are others which might be considered.

10. School guidance and counselling programs in Alberta be characterized by increasing attention to services which relate directly to the classroom learning situation. (pp. 40-50, 56-59)

    The reasons for this recommendation are obvious to the reader who has studied this report. School counsellors must analyze this service area and provide additional assistance to teachers and students. Strategies for attaining this goal will probably be influenced by situational factors. In every instance counsellors are advised to work in partnership with their principals and fellow teachers to establish priorities and plans for implementation of new or modified services.

11. School guidance and counselling programs in Alberta be characterized by a broad services scope. (p.p. 40-50)

    There is significant evidence in the survey data and school visitation data that Albertans expect a broad range of services to be available to them through the schools. School counsellors and principals must be able to articulate clearly the range of services available (either directly, or indirectly through community agencies) and be able to obtain prompt service when required.

12. Alberta schools should each have a clearly stated philosophy of guidance and counselling. (p. 71)

    The school visitation data indicate that "adequacy" is associated with philosophical clarity. In addition, there is evidence that all staff members must understand their respective roles and responsibilities within the framework of the philosophical statements. Specific programs of services must be clearly stated and made readily available to parents, students, teachers, relevant others. The "assumptions" cited in this report should be used as guidelines.

13. School administrators, especially school principals, must be made acutely aware of their prime leadership role in the provision of guidance and counselling services. (p.71)

    The task force has received evidence that administrators are cardinal elements in provision of guidance and counselling services. This is a well known and long established relationship having been cited by many as important; Dr. John Friesan of Alberta Education highlighted this factor in 1964. It has definite implications for selection and appointment of administrators in schools and school districts.

14. Universities must adapt preservice programs for counsellors and teachers to accommodate services needs identified as priorities by Albertans. (p. 40-50, 67, 71)

The task force believes that improved guidance and counselling programs and services will result if university training programs incorporate the foci identified in this report.

15. School boards and professional development groups should provide inservice programs and workshops to accommodate local priority services needs.

The task force believes that a systematic and analytical assessment of local school district programs and services will identify areas of weakness which can be further improved by provision of inservice programs which will enhance skills of counsellors, teachers and others.

16. Alberta Education be prepared to offer increased consultative and evaluative services in guidance and counselling to school districts.

The task force believes that consultants in guidance at regional offices are well situated to provide assistance to school districts.

a) They are external to school districts.
b) They are well trained in this domain.
c) They possess a broad experience background
d) They are aware of programs and strategies which have been/are successful in similar circumstances in other Alberta school districts.

17. Schools must communicate to students and parents the nature and extent of guidance programs and services available to them. (p. 63)

The task force is concerned that students and parents appear not to be cognizant of programs and services provided by schools. It would be constructive to direct attention to this phenomenon and to involve students and parents in articulation of the scope of services available to them. Concomitantly, educators must reassess their own perceptions of what services schools are providing; the very large gap in perception between consumers and providers must be narrowed substantially if schools are to effectively provide services to the students and parents they serve.

18. The relationship between size of schools and quality of guidance and counselling programs and services be further explored. (p.p. 72-96)

    The task force is of the opinion that size of elementary schools may not bear a direct relationship to quality of services' provision. However, there is evidence that adequacy and quality of guidance and counselling programs are related to size of school at the high school level. Alberta Education should initiate such a study.

19. Alberta Education explore ways to assist Alberta high schools provide computer assisted career and educational counselling for students. (p.p. 40-50)

    Because of the importance associated with this service at the high school level, the task force recommends that full advantage be taken of computer capability in this area.

20. Alberta Education increase efforts to develop curricula and programs to serve students whose needs are not adequately met.

    The task force is aware that school personnel, especially counsellors, devote enormous amounts of time trying to assist students whose needs are not being adequately met. For example, the gifted, disadvantaged, reluctant learners, learning disabled, those who find school aversive, are some such students. The task force urges Alberta Education to accept its cardinal role in generation of curricula and programs which will assist students in this regard.

21. School jurisdictions be encouraged to develop innovative and up-to-date guidance and counselling procedures.

    The task force is concerned that many Alberta schools appear to provide far less than adequate services. (p. 69) This situation is unsatisfactory and the task force urges school boards to assess their respective guidance and counselling programs and to consider utilization of such strategies as group counselling, peer counselling, teacher consultation, etc, as part of the services spectrum.

22. Students receive more assistance to assess their interests, abilities, and goals. (p.p. 44, 48, 67)

    Junior and senior high school students must understand more effectively the relationship between self, school and work in order to derive greater benefit from educational and career opportunities available to them. Alberta Education should provide a strong leadership role in this endeavour.

23. The directions, trends and questions which have been surfaced in this study be researched rigorously by other Albertans.

The task force has attempted to assess in a general way the state of school guidance and counselling services and programs in Alberta schools. There are highlights and lowlights, so to speak. Numerous directions for further research are to be found in this report. The task force recommends that these be systematically pursued in experimental fashion, where possible, and that Alberta Education, universities and school districts provide incentives to researchers to seek further clarification.

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APPENDIX A

Survey Forms*

*NOTE: To reduce the volume of printing, survey forms for elementary and junior high schools are not included in Appendix A. They are very similar to the forms used for senior high schools except that elementary school forms contain fewer items. Those items which appear on the Junior High and Senior High School Forms and do not appear on the forms for elementary schools are marked with an asterisk (*).

ALBERTA
EDUCATION

SENIOR HIGH SCHOOL

SCHOOL COUNSELLING
AND GUIDANCE SURVEY

FORM 1

Purpose of this Survey:

This survey is designed to poll the opinions of Albertans on:

a) the importance of various counselling and guidance services,

b) the responsibility of the school to provide these services,

c) whether these services are now provided at your local SENIOR HIGH SCHOOL, and

d) how you would grade the SENIOR HIGH SCHOOL in your community on the services that are provided.

Since your opinions will provide valuable input for future planning and decision making, your cooperation in answering these questions will be most appreciated.

DIRECTIONS:

- Take a quick glance at the whole questionnaire. You will notice that most of the pages are very similar in appearance.
- At the top of the first column of each page is an ASSUMPTION about the needs of students, teachers, or parents.
- In the second column are four questions about this ASSUMPTION.
- First read the ASSUMPTION carefully, then look at the questions in the second column.
- Choose an answer to each of these questions and place a check mark _✓_ in front of the answer which you choose.
- If you have other opinions about the ASSUMPTION, please write them in the lower part of the first column, under the heading YOUR COMMENTS.
- On the next page is an example which shows how one parent responded to the ASSUMPTION stated on that page.
- Finally, the next page of the questionnaire asks you to identify the group to which you belong and the form of the questionnaire which you answered.

EXAMPLE (ILLUSTRATION ONLY)

ASSUMPTION:

STUDENTS in our Senior High Schools

need:

Help to identify those foods which are good for their health and those which are not.

YOUR COMMENTS:

Our school has a nutrition program. Nutritious snacks were provided. Parents helped to prepare and serve them. The kids learned alot. Our son, Kevin, won't eat"junk food" anymore.

YOUR OPINIONS

1. How important is this help?

1) ✓ very important (necessary)

2) ______ important (desirable)

3) ______ of little importance

4) ______ not important (unnecessary)

2. What is the schools' responsibility for providing this help?

1) ______ complete responsibility

2) ______ major responsibility

3) ✓ shared equal responsibility (with home or other agencies)

4) ______ minor responsibility

3. Does your school now provide this help?

1) ✓ yes

2) ______ no

3) ______ don't know

If you answered "yes" to the above question, answer the next question on this page, otherwise go on to the next page.

4. If your school now provides this help, how well is it doing the job? Please assign a grade.

1) ✓ A - outstanding

2) ______ B - very good

3) ______ C - good

4) ______ D - fair

5) ______ F - poor/failure

Please indicate what type of respondent you are and what form of the questionnaire you answered by checking (✓) the appropriate identification in each of the questions below.

Thank you.

1. I am a:

   1) _____ Student
   2) _____ Parent
   3) _____ Teacher
   4) _____ School Administrator
   5) _____ School Counsellor
   6) _____ School Trustee
   7) _____ Employer
   8) _____ Alberta Education Official
   9) _____ Central Office School Administrator

2. The questionnaire form which I completed and to which this is attached is:

   1) _____ Elementary School Form 1 (White)
   2) _____ Elementary School Form 2 (Pink)
   3) _____ Elementary School Form 3 (Yellow)
   4) _____ Junior High School Form 1 (White)
   5) _____ Junior High School Form 2 (Pink)
   6) _____ Junior High School Form 3 (Yellow)
   7) _____ Senior High School Form 1 (White)
   8) _____ Senior High School Form 2 (Pink)
   9) _____ Senior High School Form 3 (Yellow)

ASSUMPTION:

STUDENTS in our Senior High Schools need:

Help to develop effective study habits.

Examples: Learning how to organize time, concentrate, memorize, make notes, read for recall, review, take tests, etc.

YOUR COMMENTS:

YOUR OPINIONS

3. How important is this help?

1) ____ very important (necessary)

2) ____ important (desirable)

3) ____ of little importance

4) ____ not important (unnecessary)

4. What is the schools' responsibility for providing this help?

1) ____ complete responsibility

2) ____ major responsibility

3) ____ shared equal responsibility (with home or other agencies)

4) ____ minor responsibility

5. Does your school now provide this help?

1) ____ yes

2) ____ no

3) ____ don't know

If you answered "yes" to the above question, answer the next question on this page, otherwise go on to the next page.

6. If your school now provides this help, how well is it doing the job? Please assign a grade.

1) ____ A - outstanding

2) ____ B - very good

3) ____ C - good

4) ____ D - fair

5) ____ F - poor/failure

ASSUMPTION:

STUDENTS in our Senior High Schools

need:

Help to meet people, get along with others, build friendships, etc.

YOUR COMMENTS:

YOUR OPINIONS

7. How important is this help?

   1) _____ very important (necessary)

   2) _____ important (desirable)

   3) _____ of little importance

   4) _____ not important (unnecessary)

8. What is the schools' responsibility for providing this help?

   1) _____ complete responsibility

   2) _____ major responsibility

   3) _____ shared equal responsibility (with home or other agencies)

   4) _____ minor responsibility

9. Does your school now provide this help?

   1) _____ yes

   2) _____ no

   3) _____ don't know

   If you answered "yes" to the above question, answer the next question on this page, otherwise go on to the next page.

10. If your school now provides this help, how well is it doing the job? Please assign a grade.

   1) _____ A - outstanding

   2) _____ B - very good

   3) _____ C - good

   4) _____ D - fair

   5) _____ F - poor/failure

ASSUMPTION:

STUDENTS in our Senior High Schools need:

Help to learn how to make decisions to achieve their goals.

Examples: Learn how to rank goals, gather relevant information, consider alternatives, consider possible consequences, make choices, take appropriate action, and evaluate progress.

YOUR COMMENTS:

YOUR OPINIONS

11. How important is this help?

    1) _____ very important (necessary)

    2) _____ important (desirable)

    3) _____ of little importance

    4) _____ not important (unnecessary)

12. What is the schools' responsibility for providing this help?

    1) _____ complete responsibility

    2) _____ major responsibility

    3) _____ shared equal responsibility (with home or other agencies)

    4) _____ minor responsibility

13. Does your school now provide this help?

    1) _____ yes

    2) _____ no

    3) _____ don't know

    If you answered "yes" to the above question, answer the next question on this page, otherwise go on to the next page.

14. If your school now provides this help, how well is it doing the job? Please assign a grade.

    1) _____ A - outstanding

    2) _____ B - very good

    3) _____ C - good

    4) _____ D - fair

    5) _____ F - poor/failure

ASSUMPTION:

STUDENTS in our Senior High Schools

need:

Help to develop realistic career (job) goals which fit their interests, abilities, and values.

YOUR COMMENTS:

YOUR OPINIONS

15. How important is this help?

1) _____ very important (necessary)
2) _____ important (desirable)
3) _____ of little importance
4) _____ not important (unnecessary)

16. What is the schools' responsibility for providing this help?

1) _____ complete responsibility
2) _____ major responsibility
3) _____ shared equal responsibility (with home or other agencies)
4) _____ minor responsibility

17. Does your school now provide this help?

1) _____ yes
2) _____ no
3) _____ don't know

If you answered "yes" to the above question, answer the next question on this page, otherwise go on to the next page.

18. If your school now provides this help, how well is it doing the job? Please assign a grade.

1) _____ A - outstanding
2) _____ B - very good
3) _____ C - good
4) _____ D - fair
5) _____ F - poor/failure

ASSUMPTION:

STUDENTS in our **Senior High Schools** need:

Help to understand themselves and their developmental concerns.

Examples: Explore their feelings, learn how their feelings affect their behavior, learn how their behavior impacts upon others, decide what is important in their lives, examine the conflicts between their wants and social responsibilities, learn how they are similar to but different from others, develop an appreciation for their individuality.

YOUR COMMENTS:

YOUR OPINIONS

19. How important is this help?

1) _____ very important (necessary)
2) _____ important (desirable)
3) _____ of little importance
4) _____ not important (unnecessary)

20. What is the schools' responsibility for providing this help?

1) _____ complete responsibility
2) _____ major responsibility
3) _____ shared equal responsibility (with home or other agencies)
4) _____ minor responsibility

21. Does your school now provide this help?

1) _____ yes
2) _____ no
3) _____ don't know

If you answered "yes" to the above question, answer the next question on this page, otherwise go on to the next page.

22. If your school now provides this help, how well is it doing the job? Please assign a grade.

1) _____ A - outstanding
2) _____ B - very good
3) _____ C - good
4) _____ D - fair
5) _____ F - poor/failure

ASSUMPTION:

STUDENTS in our Senior High Schools need:

Help to learn about continuing educational opportunities.

Examples: Learn about alternate schools, colleges, apprenticeship programs, technical institutes, and universities in Alberta, the courses and programs offered at these institutions, the admission and graduation requirements, the costs involved, the financial support available, etc.

YOUR COMMENTS:

YOUR OPINIONS:

23. How important is this help?

1)______ very important (necessary)
2)______ important (desirable)
3)______ of little importance
4)______ not important (unnecessary)

24. What is the schools' responsibility for providing this help?

1)______ complete responsibility
2)______ major responsibility
3)______ shared equal responsibility (with home or other agencies)
4)______ minor responsibility

25. Does your school now provide this help?

1)______ yes
2)______ no
3)______ don't know

If you answered "yes" to the above question, answer the next question on this page, otherwise go on to the next page.

26. If your school now provides this help, how well is it doing the job Please assign a grade.

1)______ A - outstanding
2)______ B - very good
3)______ C - good
4)______ D - fair
5)______ F - poor/failure

ASSUMPTION:

STUDENTS in our Senior High Schools need:

Help to develop a positive attitude toward school and a life long commitment to learning.

YOUR COMMENTS:

YOUR OPINIONS

27. How important is this help?

1) ____ very important (necessary)
2) _____ important (desirable)
3) _____ of little importance
4) _____ not important (unnecessary)

28. What is the schools' responsibility for providing this help?

1) _____ complete responsibility
2) _____ major responsibility
3) _____ shared equal responsibility (with home or other agencies)
4) _____ minor responsibility

29. Does your school now provide this help?

1) _____ yes
2) _____ no
3) _____ don't know

If you answered "yes" to the above question, answer the next question on this page, otherwise go on to the next page.

30. If your school now provides this help, how well is it doing the job? Please assign a grade.

1) _____ A - outstanding
2) _____ B - very good
3) _____ C - good
4) _____ D - fair
5) _____ F - poor/failure

ASSUMPTION:*

STUDENTS in our Senior High Schools need:

Help to keep informed about the career (job) opportunities available in Alberta.

Examples: Learn about different kinds of jobs, the education, experience, and personal characteristics required for these jobs, wages and salaries, conditions of work, opportunities for advancement, implications for life-style, changes and trends in the world of work, etc.

YOUR COMMENTS:

YOUR OPINIONS

*31. How important is this help?

1) _____ very important (necessary)
2) _____ important (desirable)
3) _____ of little importance
4) _____ not important (unnecessary)

*32. What is the schools' responsibility for providing this help?

1) _____ complete responsibility
2) _____ major responsibility
3) _____ shared equal responsibility (with home or other agencies)
4) _____ minor responsibility

*33. Does your school now provide this help?

1) _____ yes
2) _____ no
3) _____ don't know

If you answered "yes" to the above question, answer the next question on this page, otherwise go on to the next page.

*34. If your school now provides this help, how well is it doing the job? Please assign a grade.

1) _____ A - outstanding
2) _____ B - very good
3) _____ C - good
4) _____ D - fair
5) _____ F - poor/failure

ASSUMPTION:*

STUDENTS in our Senior High Schools need:

Help to seek the assistance of community agencies for special concerns.

Examples: Social assistance, sex information, pregnancy, child abuse, legal aid, Alateen, etc.

YOUR COMMENTS:

YOUR OPINIONS

35.* How important is this help?

1) _____ very important (necessary)
2) _____ important (desirable)
3) _____ of little importance
4) _____ not important (unnecessary)

36.* What is the schools' responsibility for providing this help?

1) _____ complete responsibility
2) _____ major responsibility
3) _____ shared equal responsibility (with home or other agencies)
4) _____ minor responsibility

37.* Does your school now provide this help?

1) _____ yes
2) _____ no
3) _____ don't know

If you answered "yes" to the above question, answer the next question on this page, otherwise go on to the next page.

38.* If your school now provides this help, how well is it doing the job? Please assign a grade.

1) _____ A - outstanding
2) _____ B - very good
3) _____ C - good
4) _____ D - fair
5) _____ F - poor/failure

ASSUMPTION:

STUDENTS in our Senior High Schools

need:

Help to gain the acceptance and respect of their teachers and class mates.

YOUR COMMENTS:

YOUR OPINIONS

39. How important is this help?

1) _____ very important (necessary)
2) _____ important (desirable)
3) _____ of little importance
4) _____ not important (unnecessary)

40. What is the schools' responsibility for providing this help?

1) _____ complete responsibility
2) _____ major responsibility
3) _____ shared equal responsibility (with home or other agencies)
4) _____ minor responsibility

41. Does your school now provide this help?

1) _____ yes
2) _____ no
3) _____ don't know

If you answered "yes" to the above question, answer the next question on this page, otherwise go on to the next page.

42. If your school now provides this help, how well is it doing the job? Please assign a grade.

1) _____ A - outstanding
2) _____ B - very good
3) _____ C - good
4) _____ D - fair
5) _____ F - poor/failure

ASSUMPTION:

TEACHERS in the Senior High School need:

Help to understand individual students and their developmental needs.

YOUR COMMENTS:

YOUR OPINIONS

43. How important is this help?

1) _____ very important (necessary)

2) _____ important (desirable)

3) _____ of little importance

4) _____ not important (unnecessary)

44. What is the schools' responsibility for providing this help?

1) _____ complete responsibility

2) _____ major responsibility

3) _____ shared equal responsibility (with home or other agencies)

4) _____ minor responsibility

45. Does your school now provide this help?

1) _____ yes

2) _____ no

3) _____ don't know

If you answered "yes" to the above question, answer the next question on this page, otherwise go on to the next page.

46. If your school now provides this help, how well is it doing the job? Please assign a grade.

1) _____ A - outstanding

2) _____ B - very good

3) _____ C - good

4) _____ D - fair

5) _____ F - poor/failure

ASSUMPTION:

TEACHERS in the Senior High School need: Help with specific problems in discipline and classroom management.

YOUR COMMENTS:

YOUR OPINIONS

47. How important is this help?

1) _____ very important (necessary)
2) _____ important (desirable)
3) _____ of little importance
4) _____ not important (unnecessary)

48. What is the schools' responsibility for providing this help?

1) _____ complete responsibility
2) _____ major responsibility
3) _____ shared equal responsibility (with home or other agencies)
4) _____ minor responsibility

49. Does your school now provide this help?

1) _____ yes
2) _____ no
3) _____ don't know

If you answered "yes" to the above question, answer the next question on this page, otherwise go on to the next page.

50. If your school now provides this help, how well is it doing the job? Please assign a grade.

1) _____ A - outstanding
2) _____ B - very good
3) _____ C - good
4) _____ D - fair
5) _____ F - poor/failure

ASSUMPTION:

TEACHERS in the Senior High School need:

Help to develop rules, regulations,

and appeal procedures which are

workable and fair to all students.

YOUR COMMENTS:

YOUR OPINIONS

51. How important is this help?

1) _____ very important (necessary)

2) _____ important (desirable)

3) _____ of little importance

4) _____ not important (unnecessary)

52. What is the schools' responsibility for providing this help?

1) _____ complete responsibility

2) _____ major responsibility

3) _____ shared equal responsibility (with home or other agencies)

4) _____ minor responsibility

53. Does your school now provide this help?

1) _____ yes

2) _____ no

3) _____ don't know

If you answered "yes" to the above question, answer the next question on this page, otherwise go on to the next page.

54. If your school now provides this help, how well is it doing the job? Please assign a grade.

1) _____ A - outstanding

2) _____ B - very good

3) _____ C - good

4) _____ D - fair

5) _____ F - poor/failure

ASSUMPTION:

TEACHERS in the Senior High School need: Help to identify specific conditions which affect the learning of particular students.

YOUR COMMENTS:

YOUR OPINIONS

55. How important is this help?

1) _____ very important (necessary)
2) _____ important (desirable)
3) _____ of little importance
4) _____ not important (unnecessary)

56. What is the schools' responsibility for providing this help?

1) _____ complete responsibility
2) _____ major responsibility
3) _____ shared equal responsibility (with home or other agencies)
4) _____ minor responsibility

57. Does your school now provide this help?

1) _____ yes
2) _____ no
3) _____ don't know

If you answered "yes" to the above question, answer the next question on this page, otherwise go on to the next page.

58. If your school now provides this help, how well is it doing the job? Please assign a grade.

1) _____ A - outstanding
2) _____ B - very good
3) _____ C - good
4) _____ D - fair
5) _____ F - poor/failure

ASSUMPTION:

TEACHERS in the Senior High School need: Help to collect accurate information about students and to use this information to promote student learning.

YOUR COMMENTS:

YOUR OPINIONS

59. How important is this help?

1) _____ very important (necessary)
2) _____ important (desirable)
3) _____ of little importance
4) _____ not important (unnecessary)

60. What is the schools' responsibility for providing this help?

1) _____ complete responsibility
2) _____ major responsibility
3) _____ shared equal responsibility (with home or other agencies)
4) _____ minor responsibility

61. Does your school now provide this help?

1) _____ yes
2) _____ no
3) _____ don't know

If you answered "yes" to the above question, answer the next question on this page, otherwise go on to the next page.

62. If your school now provides this help, how well is it doing the job? Please assign a grade.

1) _____ A - outstanding
2) _____ B - very good
3) _____ C - good
4) _____ D - fair
5) _____ F - poor/failure

ASSUMPTION:*

TEACHERS in the Senior High School need:

Help to integrate handicapped and minority students into the mainstream of school activity.

YOUR COMMENTS:

YOUR OPINIONS

63.* How important is this help?

1) ____ very important (necessary)
2) _____ important (desirable)
3) _____ of little importance
4) _____ not important (unnecessary)

64.* What is the schools' responsibility for providing this help?

1) _____ complete responsibility
2) _____ major responsibility
3) _____ shared equal responsibility (with home or other agencies)
4) _____ minor responsibility

65.* Does your school now provide this help?

1) _____ yes
2) _____ no
3) _____ don't know

If you answered "yes" to the above question, answer the next question on this page, otherwise go on to the next page.

66.* If your school now provides this help, how well is it doing the job? Please assign a grade.

1) _____ A - outstanding
2) _____ B - very good
3) _____ C - good
4) _____ D - fair
5) _____ F - poor/failure

ASSUMPTION:

PARENTS with children in Senior High School need:

An opportunity to review student records, and to discuss with the school the results of any standardized tests which their children may take.

Examples: ability tests, aptitude tests, interest inventories, attitude scales, achievement tests, tec.

YOUR COMMENTS:

YOUR OPINIONS

67. How important is this help?

1) _____ very important (necessary)
2) _____ important (desirable)
3) _____ of little importance
4) _____ not important (unnecessary)

68. What is the schools' responsibility for providing this help?

1) _____ complete responsibility
2) _____ major responsibility
3) _____ shared equal responsibility (with home or other agencies)
4) _____ minor responsibility

69. Does your school now provide this help?

1) _____ yes
2) _____ no
3) _____ don't know

If you answered "yes" to the above question, answer the next question on this page, otherwise go on to the next page.

70. If your school now provides this help, how well is it doing the job? Please assign a grade.

1) _____ A - outstanding
2) _____ B - very good
3) _____ C - good
4) _____ D - fair
5) _____ F - poor/failure

ASSUMPTION:

PARENTS with children in Senior High School need:

An opportunity to cooperate with and to receive the help and support of the school in providing personal guidance to their children.

YOUR COMMENTS:

YOUR OPINIONS:

71. How important is this help?

1)_____ very important (necessary)
2)_____ important (desirable)
3)_____ of little importance
4)_____ not important (unnecessary)

72. What is the schools' responsibility for providing this help?

1)_____ complete responsibility
2)_____ major responsibility
3)_____ shared equal respsonsibility (with home or other agencies)
4)_____ minor responsibility

73. Does your school now provide this help?

1)_____ yes
2)_____ no
3)_____ don't know

If you answered "yes" to the above question, answer the next question on this page, otherwise go on to the next page.

74. If your school now provides this help how well is it doing the job? Please assign a grade.

1)______ A - outstanding
2)______ B - very good
3)______ C - good
4)______ D - fair
5)______ F - poor/failure

ASSUMPTION:

PARENTS with children in Senior High School need:

An opportunity to discuss (individually or in small groups of parents) child development, ways of fostering sound development, the problems children often encounter, common concerns of parents, etc.

YOUR COMMENTS:

YOUR OPINIONS:

75. How important is this help?

1)_____ very important (necessary)

2)_____ important (desirable)

3)_____ of little importance

4)_____ not important (unnecessary)

76. What is the schools' responsibility for providing this help?

1)______ complete responsibility

2)______ major responsibility

3)______ shared equal responsibility (with home or other agencies)

4)______ minor responsibility.

77. Does your school now provide this help?

1)______ yes

2)______ no

3)______ don't know

If you answered "yes" to the above question, answer the next question on this page, otherwise go on to the next page.

78. If your school now provides this help, how well is it doing the job? Please assign a grade.

1)______ A - outstanding

2)______ B - very good

3)______ C - good

4)______ D - fair

5)______ F - poor/failure

ASSUMPTION:

PARENTS with children in Senior High School need:

Current information and assistance on how best to help their child with his or her school work.

YOUR COMMENTS:

YOUR OPINIONS:

79. How important is this help?

1)_____ very important (necessary)
2)_____ important (desirable)
3)_____ of little importance
4)_____ not important (unnecessary)

80. What is the schools' responsibility for providing this help?

1)_____ complete responsibility
2)_____ major responsibility
3)_____ shared equal responsibility (with home or other agencies)
4)_____ minor responsibility.

81. Does your school now provide this help?

1)_____ yes
2)_____ no
3)_____ don't know

If you answered "yes" to the above question, answer the next question on this page, otherwise go on to the next page.

82. If your school now provides this help, how well is it doing the job? Please assign a grade.

1)______ A - outstanding
2)______ B - very good
3)______ C - good
4)______ D - fair
5)______ F - poor/failure

ASSUMPTION:

Elementary Teachers, Students and their parents need: Co-ordination of community agency services with school counselling and guidance services

YOUR COMMENTS:

YOUR OPINIONS:

83. How important is this co-ordination?

1)_____ very important (necessary)

2)_____ important (desirable)

3)_____ of little importance

4)_____ not important (unnecessary)

84. What is the schools' responsibility for providing this co-ordination?

1)_____ complete responsibility

2)_____ major responsibility

3)_____ shared equal responsibility (with home or other agencies)

4)_____ minor responsibility

85. Does your school now provide this co-ordination?

1)_____ yes

2)_____ no

3)_____ don't know

If you answered "yes" to the above question, answer the next question on this page, otherwise go on to the next page.

86. If your school now provides this co-ordination, how well is it doing the job? Please assign a grade.

1)_____ A - outstanding

2)_____ B - very good

3)_____ C - good

4)_____ D - fair

5)_____ F - poor/failure

ALBERTA
EDUCATION

SENIOR HIGH SCHOOL

SCHOOL COUNSELLING
AND GUIDANCE SURVEY

FORM 2

Purpose of this Survey:

This survey is designed to poll the opinions of Albertans on:

a) the importance of various counselling and guidance services,

b) the responsibility of the school to provide these services,

c) whether these services are now provided at your local SENIOR HIGH SCHOOL, and

d) how you would grade the SENIOR HIGH SCHOOL in your community on the services that are provided.

Since your opinions will provide valuable input for future planning and decision making, your cooperation in answering these questions will be most appreciated.

DIRECTIONS:

- Take a quick glance at the whole questionnaire. You will notice that most of the pages are very similar in appearance.

- At the top of the first column of each page is an ASSUMPTION about the needs of students, teachers, or parents.

- In the second column are four questions about this ASSUMPTION.

- First read the ASSUMPTION carefully, then look at the questions in the second column.

- Choose an answer to each of these questions and place a check mark ✓ in front of the answer which you choose.

- If you have other opinions about the ASSUMPTION, please write them in the lower part of the first column, under the heading YOUR COMMENTS.

- On the next page is an example which shows how one parent responded to the ASSUMPTION stated on that page.

- Finally, the next page of the questionnaire asks you to identify the group to which you belong and the form of the questionnaire which you answered.

EXAMPLE (ILLUSTRATION ONLY)

ASSUMPTION:

STUDENTS in our Senior High Schools need:

Help to identify those foods which are good for their health and those which are not.

YOUR COMMENTS:

Our school has a nutrition program. Nutritious snacks were provided. Parents helped to prepare and serve them. The kids learned alot. Our son, Kevin, won't eat "junk food" anymore.

YOUR OPINIONS

1. How important is this help?

   1) __✓__ very important (necessary)
   2) _____ important (desirable)
   3) _____ of little importance
   4) _____ not important (unnecessary)

2. What is the schools' responsibility for providing this help?

   1) _____ complete responsibility
   2) _____ major responsibility
   3) __✓__ shared equal responsibility (with home or other agencies)
   4) _____ minor responsibility

3. Does your school now provide this help?

   1) __✓__ yes
   2) _____ no
   3) _____ don't know

   If you answered "yes" to the above question, answer the next question on this page, otherwise go on to the next page.

4. If your school now provides this help, how well is it doing the job? Please assign a grade.

   1) __✓__ A - outstanding
   2) _____ B - very good
   3) _____ C - good
   4) _____ D - fair
   5) _____ F - poor/failure

Please indicate what type of respondent you are and what form of the questionnaire you answered by checking (✓) the appropriate identification in each of the questions below.

Thank you.

1. I am a:

   1) _____ Student
   2) _____ Parent
   3) _____ Teacher
   4) _____ School Administrator
   5) _____ School Counsellor
   6) _____ School Trustee
   7) _____ Employer
   8) _____ Alberta Education Official
   9) _____ Central Office School Administrator

2. The questionnaire form which I completed and to which this is attached is:

   1) _____ Elementary School Form 1 (White)
   2) _____ Elementary School Form 2 (Pink)
   3) _____ Elementary School Form 3 (Yellow)
   4) _____ Junior High School Form 1 (White)
   5) _____ Junior High School Form 2 (Pink)
   6) _____ Junior High School Form 3 (Yellow)
   7) _____ Senior High School Form 1 (White)
   8) _____ Senior High School Form 2 (Pink)
   9) _____ Senior High School Form 3 (Yellow)

ASSUMPTION:*

STUDENTS in our Senior High Schools need:

Help to develop job searching skills.

Examples: Write letters of application, fill out application forms, develop a summary of personal data, prepare for a job interview, look for a job, etc.

YOUR COMMENTS:

YOUR OPINIONS

3.* How important is this help?

1) ____ very important (necessary)

2) ____ important (desirable)

3) ____ of little importance

4) ____ not important (unnecessary)

4.* What is the schools' responsibility for providing this help?

1) ____ complete responsibility

2) ____ major responsibility

3) ____ shared equal responsibility (with home or other agencies)

4) ____ minor responsibility

5.* Does your school now provide this help?

1) ____ yes

2) ____ no

3) ____ don't know

If you answered "yes" to the above question, answer the next question on this page, otherwise go on to the next page.

6.* If your school now provides this help, how well is it doing the job? Please assign a grade.

1) ____ A - outstanding

2) ____ B - very good

3) ____ C - good

4) ____ D - fair

5) ____ F - poor/failure

ASSUMPTION:

STUDENTS in our Senior High Schools

need:

Help to resolve their conflicts or "fights" with parents, teachers, brothers, sisters, friends, etc.

YOUR COMMENTS:

YOUR OPINIONS

7. How important is this help?

1) ____ very important (necessary)
2) ____ important (desirable)
3) ____ of little importance
4) ____ not important (unnecessary)

8. What is the schools' responsibility for providing this help?

1) ____ complete responsibility
2) ____ major responsibility
3) ____ shared equal responsibility (with home or other agencies)
4) ____ minor responsibility

9. Does your school now provide this help?

1) ____ yes
2) ____ no
3) ____ don't know

If you answered "yes" to the above question, answer the next question on this page, otherwise go on to the next page.

10. If your school now provides this help, how well is it doing the job? Please assign a grade.

1) ____ A - outstanding
2) ____ B - very good
3) ____ C - good
4) ____ D - fair
5) ____ F - poor/failure

ASSUMPTION:

STUDENTS in our Senior High Schools*

need:

Help to select and enter an educational program at another institution.

Examples: Visit educational institutions choose a program, choose a school, apply for admission, obtain financial support, register, prepare for entry, get off to a good start.

YOUR COMMENTS:

YOUR OPINIONS

11.* How important is this help?

1) _____ very important (necessary)

2) _____ important (desirable)

3) _____ of little importance

4) _____ not important (unnecessary)

12.* What is the schools' responsibility for providing this help?

1) _____ complete responsibility

2) _____ major responsibility

3) _____ shared equal responsibility (with home or other agencies)

4) _____ minor responsibility

13.* Does your school now provide this help?

1) _____ yes

2) _____ no

3) _____ don't know

If you answered "yes" to the above question, answer the next question on this page, otherwise go on to the next page.

14.* If your school now provides this help, how well is it doing the job? Please assign a grade.

1) _____ A - outstanding

2) _____ B - very good

3) _____ C - good

4) _____ D - fair

5) _____ F - poor/failure

ASSUMPTION:

STUDENTS in our Senior High Schools

need:

Help to understand how their school programs and student activities relate to the world of work.

YOUR COMMENTS:

YOUR OPINIONS

15. How important is this help?

1) _____ very important (necessary)
2) _____ important (desirable)
3) _____ of little importance
4) _____ not important (unnecessary)

16. What is the schools' responsibility for providing this help?

1) _____ complete responsibility
2) _____ major responsibility
3) _____ shared equal responsibility (with home or other agencies)
4) _____ minor responsibility

17. Does your school now provide this help?

1) _____ yes
2) _____ no
3) _____ don't know

If you answered "yes" to the above question, answer the next question on this page, otherwise go on to the next page.

18. If your school now provides this help, how well is it doing the job? Please assign a grade.

1) _____ A - outstanding
2) _____ B - very good
3) _____ C - good
4) _____ D - fair
5) _____ F - poor/failure

ASSUMPTION:

STUDENTS in our Senior High Schools need:

Help to develop constructive leisure time activities which fit their interests, abilities, special talents or career goals.

Examples: Sports, hobbies, arts, social clubs, reading, courses, selected T.V., etc.

YOUR OPINIONS

19. How important is this help?

1) _____ very important (necessary)
2) _____ important (desirable)
3) _____ of little importance
4) _____ not important (unnecessary)

20. What is the schools' responsibility for providing this help?

1) _____ complete responsibility
2) _____ major responsibility
3) _____ shared equal responsibility (with home or other agencies)
4) _____ minor responsibility

21. Does your school now provide this help?

1) _____ yes
2) _____ no
3) _____ don't know

If you answered "yes" to the above question, answer the next question on this page, otherwise go on to the next page.

22. If your school now provides this help, how well is it doing the job? Please assign a grade.

1) _____ A - outstanding
2) _____ B - very good
3) _____ C - good
4) _____ D - fair
5) _____ F - poor/failure

ASSUMPTION:

STUDENTS in our **Senior High Schools** need:

Help to realistically assess their interests, abilities, values, and achievements.

Examples: Take standardized tests, understand the results, explore their implications for future planning.

YOUR COMMENTS:

YOUR OPINIONS

23. How important is this help?

1) ____ very important (necessary)
2) _____ important (desirable)
3) _____ of little importance
4) _____ not important (unnecessary)

24. What is the schools' responsibility for providing this help?

1) _____ complete responsibility
2) _____ major responsibility
3) _____ shared equal responsibility (with home or other agencies)
4) _____ minor responsibility

25. Does your school now provide this help?

1) _____ yes
2) _____ no
3) _____ don't know

If you answered "yes" to the above question, answer the next question on this page, otherwise go on to the next page.

26. If your school now provides this help, how well is it doing the job? Please assign a grade.

1) _____ A - outstanding
2) _____ B - very good
3) _____ C - good
4) _____ D - fair
5) _____ F - poor/failure

ASSUMPTION: *

STUDENTS in our Senior High Schools

need:

Help to get appropriate work experience.

Examples: Volunteer work, a part-time job, a summer-time job, etc.

YOUR COMMENTS:

YOUR OPINIONS

27.* How important is this help?

1) _____ very important (necessary)
2) _____ important (desirable)
3) _____ of little importance
4) _____ not important (unnecessary)

28.* What is the schools' responsibility for providing this help?

1) _____ complete responsibility
2) _____ major responsibility
3) _____ shared equal responsibility (with home or other agencies)
4) _____ minor responsibility

29.* Does your school now provide this help?

1) _____ yes
2) _____ no
3) _____ don't know

If you answered "yes" to the above question, answer the next question on this page, otherwise go on to the next page.

30.* If your school now provides this help, how well is it doing the job? Please assign a grade.

1) _____ A - outstanding
2) _____ B - very good
3) _____ C - good
4) _____ D - fair
5) _____ F - poor/failure

ASSUMPTION:

STUDENTS in our Senior High Schools

need:

Help to improve their learning skills.

Examples: Learn how to listen, ask questions, read, write, compute, take notes; interview, use libraries, follow instructions, etc.

YOUR COMMENTS:

YOUR OPINIONS

31. How important is this help?

1) _____ very important (necessary)

2) _____ important (desirable)

3) _____ of little importance

4) _____ not important (unnecessary)

32. What is the schools' responsibility for providing this help?

1) _____ complete responsibility

2) _____ major responsibility

3) _____ shared equal responsibility (with home or other agencies)

4) _____ minor responsibility

33. Does your school now provide this help?

1) _____ yes

2) _____ no

3) _____ don't know

If you answered "yes" to the above question, answer the next question on this page, otherwise go on to the next page.

34. If your school now provides this help, how well is it doing the job? Please assign a grade.

1) _____ A - outstanding

2) _____ B - very good

3) _____ C - good

4) _____ D - fair

5) _____ F - poor/failure

ASSUMPTION:

STUDENTS in our Senior High Schools need:

Help to deal with their physical development concerns.

Examples: physical appearance, size, posture, skin problems, weight control, physical fitness, etc.

YOUR COMMENTS:

YOUR OPINIONS

35. How important is this help?

1) ____ very important (necessary)
2) ____ important (desirable)
3) ____ of little importance
4) ____ not important (unnecessary)

36. What is the schools' responsibility for providing this help?

1) ____ complete responsibility
2) ____ major responsibility
3) ____ shared equal responsibility (with home or other agencies)
4) ____ minor responsibility

37. Does your school now provide this help?

1) ____ yes
2) ____ no
3) ____ don't know

If you answered "yes" to the above question, answer the next question on this page, otherwise go on to the next page.

38. If your school now provides this help, how well is it doing the job? Please assign a grade.

1) ____ A - outstanding
2) ____ B - very good
3) ____ C - good
4) ____ D - fair
5) ____ F - poor/failure

ASSUMPTION:

STUDENTS in our Senior High Schools need:

Help to develop a positive attitude toward work and a respect for the dignity of all forms of productive work.

YOUR COMMENTS:

YOUR OPINIONS:

39. How important is this help?

1)_____ very important (necessary)

2)_____ important (desirable)

3)_____ of little importance

4)_____ not important (unnecessary)

40. What is the school's responsibility for providing this help?

1)_____ complete responsibility

2)_____ major responsibility

3)_____ shared equal responsibility (with home or other agencies)

4)_____ minor responsibility

41. Does your school now provide this help?

1)_____ yes

2)_____ no

3)_____ don't know

If you answered "yes" to the above question, answer the next question on this page, otherwise go on to the next page.

42. If your school now provides this help, how well is it doing the job? Please assign a grade.

1)_____ A - outstanding

2)_____ B - very good

3)_____ C - good

4)_____ D - fair

5)_____ F - poor/failure

ASSUMPTION:

TEACHERS in the Senior High School need:

Help to evaluate the progress of individual students and to develop learning activities designed to meet the needs of these students.

YOUR COMMENTS:

YOUR OPINIONS

43. How important is this help?

1) _____ very important (necessary)
2) _____ important (desirable)
3) _____ of little importance
4) _____ not important (unnecessary)

44. What is the schools' responsibility for providing this help?

1) _____ complete responsibility
2) _____ major responsibility
3) _____ shared equal responsibility (with home or other agencies)
4) _____ minor responsibility

45. Does your school now provide this help?

1) _____ yes
2) _____ no
3) _____ don't know

If you answered "yes" to the above question, answer the next question on this page, otherwise go on to the next page.

46. If your school now provides this help, how well is it doing the job? Please assign a grade.

1) _____ A - outstanding
2) _____ B - very good
3) _____ C - good
4) _____ D - fair
5) _____ F - poor/failure

ASSUMPTION:

TEACHERS in the Senior High School need:

Help to establish better relationships and better communication with parents.

YOUR COMMENTS:

YOUR OPINIONS

47. How important is this help?

1) _____ very important (necessary)

2) _____ important (desirable)

3) _____ of little importance

4) _____ not important (unnecessary)

48. What is the schools' responsibility for providing this help?

1) _____ complete responsibility

2) _____ major responsibility

3) _____ shared equal responsibility (with home or other agencies)

4) _____ minor responsibility

49. Does your school now provide this help?

1) _____ yes

2) _____ no

3) _____ don't know

If you answered "yes" to the above question, answer the next question on this page, otherwise go on to the next page.

50. If your school now provides this help, how well is it doing the job? Please assign a grade.

1) _____ A - outstanding

2) _____ B - very good

3) _____ C - good

4) _____ D - fair

5) _____ F - poor/failure

ASSUMPTION:

TEACHERS in the Senior High School need:

Help to place students in special programs or groups appropriate to their interests and abilities.

YOUR COMMENTS:

YOUR OPINIONS

51. How important is this help?

1) _____ very important (necessary)
2) _____ important (desirable)
3) _____ of little importance
4) _____ not important (unnecessary)

52. What is the schools' responsibility for providing this help?

1) _____ complete responsibility
2) _____ major responsibility
3) _____ shared equal responsibility (with home or other agencies)
4) _____ minor responsibility

53. Does your school now provide this help?

1) _____ yes
2) _____ no
3) _____ don't know

If you answered "yes" to the above question, answer the next question on this page, otherwise go on to the next page.

54. If your school now provides this help, how well is it doing the job? Please assign a grade.

1) _____ A - outstanding
2) _____ B - very good
3) _____ C - good
4) _____ D - fair
5) _____ F - poor/failure

ASSUMPTION:

TEACHERS in the Senior High School need:

Help to assess the educational needs of students.

YOUR COMMENTS:

YOUR OPINIONS

55. How important is this help?

1) ____ very important (necessary)

2) ____ important (desirable)

3) ____ of little importance

4) ____ not important (unnecessary)

56. What is the schools' responsibility for providing this help?

1) ____ complete responsibility

2) ____ major responsibility

3) ____ shared equal responsibility (with home or other agencies)

4) ____ minor responsibility

57. Does your school now provide this help?

1) ____ yes

2) ____ no

3) ____ don't know

If you answered "yes" to the above question, answer the next question on this page, otherwise go on to the next page.

58. If your school now provides this help, how well is it doing the job? Please assign a grade.

1) ____ A - outstanding

2) ____ B - very good

3) ____ C - good

4) ____ D - fair

5) ____ F - poor/failure

ASSUMPTION:

TEACHERS in the Senior High School need:

Help to understand and to cope with the range of student interests and abilities in their classes.

YOUR COMMENTS:

YOUR OPINIONS

59. How important is this help?

    1) _____ very important (necessary)
    2) _____ important (desirable)
    3) _____ of little importance
    4) _____ not important (unnecessary)

60. What is the schools' responsibility for providing this help?

    1) _____ complete responsibility
    2) _____ major responsibility
    3) _____ shared equal responsibility (with home or other agencies)
    4) _____ minor responsibility

61. Does your school now provide this help?

    1) _____ yes
    2) _____ no
    3) _____ don't know

    If you answered "yes" to the above question, answer the next question on this page, otherwise go on to the next page.

62. If your school now provides this help, how well is it doing the job? Please assign a grade.

    1) _____ A - outstanding
    2) _____ B - very good
    3) _____ C - good
    4) _____ D - fair
    5) _____ F - poor/failure

ASSUMPTION:

TEACHERS in the Senior High School

need:

Help to arrange and conduct productive conferences with parents.

YOUR COMMENTS:

YOUR OPINIONS:

63. How important is this help?

1)_____ very important (necessary)

2)_____ important (desirable)

3)_____ of little importance

4)_____ not important (unnecessary)

64. What is the schools' responsibility for providing this help?

1)_____ complete responsibility

2)_____ major responsibility

3)_____ shared equal responsibility (with home or other agencies)

4)_____ minor responsibility.

65. Does your school now provide this help?

1)_____ yes

2)_____ no

3)_____ don't know

If you answered "yes" to the above question, answer the next question on this page, otherwise go on to the next page.

66. If your school now provides this help, how well is it doing the job? Please assign a grade.

1)_____ A - outstanding

2)_____ B - very good

3)_____ C - good

4)_____ D - fair

5)_____ F - poor/failure

ASSUMPTION:

PARENTS with children in Senior High School need:

Current information regarding the learning opportunities provided by the school.

Examples: courses, programs, special events, student activities, etc.

YOUR COMMENTS:

YOUR OPINIONS

67. How important is this help?

1) _____ very important (necessary)

2) _____ important (desirable)

3) _____ of little importance

4) _____ not important (unnecessary)

68. What is the schools' responsibility for providing this help?

1) _____ complete responsibility

2) _____ major responsibility

3) _____ shared equal responsibility (with home or other agencies)

4) _____ minor responsibility

69. Does your school now provide this help?

1) _____ yes

2) _____ no

3) _____ don't know

If you answered "yes" to the above question, answer the next question on this page, otherwise go on to the next page.

70. If your school now provides this help, how well is it doing the job? Please assign a grade.

1) _____ A - outstanding

2) _____ B - very good

3) _____ C - good

4) _____ D - fair

5) _____ F - poor/failure

ASSUMPTION:

PARENTS with children in Senior High School need:

Help in dealing effectively with children who have learning difficulties.

YOUR COMMENTS:

YOUR OPINIONS

71. How important is this help?

1) _____ very important (necessary)
2) _____ important (desirable)
3) _____ of little importance
4) _____ not important (unnecessary)

72. What is the schools' responsibility for providing this help?

1) _____ complete responsibility
2) _____ major responsibility
3) _____ shared equal responsibility (with home or other agencies)
4) _____ minor responsibility

73. Does your school now provide this help?

1) _____ yes
2) _____ no
3) _____ don't know

If you answered "yes" to the above question, answer the next question on this page, otherwise go on to the next page.

74. If your school now provides this help, how well is it doing the job? Please assign a grade.

1) _____ A - outstanding
2) _____ B - very good
3) _____ C - good
4) _____ D - fair
5) _____ F - poor/failure

ASSUMPTION:

PARENTS with children in Senior High School need:

Current information about school counselling and guidance programs and how these activities can be of assistance to them and their children.

YOUR COMMENTS:

YOUR OPINIONS

75. How important is this help?
    1) _____ very important (necessary)
    2) _____ important (desirable)
    3) _____ of little importance
    4) _____ not important (unnecessary)

76. What is the schools' responsibility for providing this help?
    1) _____ complete responsibility
    2) _____ major responsibility
    3) _____ shared equal responsibility (with home or other agencies)
    4) _____ minor responsibility

77. Does your school now provide this help?
    1) _____ yes
    2) _____ no
    3) _____ don't know

If you answered "yes" to the above question, answer the next question on this page, otherwise go on to the next page.

78. If your school now provides this help, how well is it doing the job? Please assign a grade.
    1) _____ A - outstanding
    2) _____ B - very good
    3) _____ C - good
    4) _____ D - fair
    5) _____ F - poor/failure

ASSUMPTION:

PARENTS with children in Senior High School need:

Help to establish better relationships and better communication with the school staff concerning the needs, plans, progress, and problems of their children.

YOUR COMMENTS:

YOUR OPINIONS

79. How important is this help?

1) ____ very important (necessary)
2) ____ important (desirable)
3) ____ of little importance
4) ____ not important (unnecessary)

80. What is the schools' responsibility for providing this help?

1) ____ complete responsibility
2) ____ major responsibility
3) ____ shared equal responsibility (with home or other agencies)
4) ____ minor responsibility

81. Does your school now provide this help?

1) ____ yes
2) ____ no
3) ____ don't know

If you answered "yes" to the above question, answer the next question on this page, otherwise go on to the next page.

82. If your school now provides this help, how well is it doing the job? Please assign a grade.

1) ____ A - outstanding
2) ____ B - very good
3) ____ C - good
4) ____ D - fair
5) ____ F - poor/failure

ASSUMPTION:

Elementary Teachers, Students and their parents need:

Co-ordination of community agency services with school counselling and guidance services

YOUR COMMENTS:

YOUR OPINIONS:

83. How important is this co-ordination?

1)______ very important (necessary)

2)______ important (desirable)

3)______ of little importance

4)______ not important (unnecessary)

84. What is the schools' responsibility for providing this co-ordination?

1)______ complete responsibility

2)______ major responsibility

3)______ shared equal responsibility (with home or other agencies)

4)______ minor responsibility.

85. Does your school now provide this co-ordination?

1)______ yes

2)______ no

3)______ don't know

If you answered "yes" to the above question, answer the next question on this page, otherwise go on to the next page.

86. If your school now provides this co-ordination, how well is it doing the job? Please assign a grade.

1)______ A - outstanding

2)______ B - very good

3)______ C - good

4)______ D - fair

5)______ F - poor/failure

ALBERTA
EDUCATION

SENIOR HIGH SCHOOL

SCHOOL COUNSELLING
AND GUIDANCE SURVEY

FORM 3

Purpose of this Survey:

This survey is designed to poll the opinions of Albertans on:

a) the importance of various counselling and guidance services,

b) the responsibility of the school to provide these services,

c) whether these services are now provided at your local SENIOR HIGH SCHOOL, and

d) how you would grade the SENIOR HIGH SCHOOL in your community on the services that are provided.

Since your opinions will provide valuable input for future planning and decision making, your cooperation in answering these questions will be most appreciated.

DIRECTIONS:

- Take a quick glance at the whole questionnaire. You will notice that most of the pages are very similar in appearance.
- At the top of the first column of each page is an ASSUMPTION about the needs of students, teachers, or parents.
- In the second column are four questions about this ASSUMPTION.
- First read the ASSUMPTION carefully, then look at the questions in the second column.
- Choose an answer to each of these questions and place a check mark ✓ in front of the answer which you choose.
- If you have other opinions about the ASSUMPTION, please write them in the lower part of the first column, under the heading YOUR COMMENTS.
- On the next page is an example which shows how one parent responded to the ASSUMPTION stated on that page.
- Finally, the next page of the questionnaire asks you to identify the group to which you belong and the form of the questionnaire which you answered.

EXAMPLE (ILLUSTRATION ONLY)

ASSUMPTION:

STUDENTS in our Senior High Schools

need:

Help to identify those foods which are good for their health and those which are not.

YOUR COMMENTS:

Our school has a nutrition program. Nutritious snacks were provided. Parents helped to prepare and serve them. The kids learned alot. Our son, Kevin, won't eat "junk food" anymore.

YOUR OPINIONS

1. How important is this help?
    1) ✓ very important (necessary)
    2) _____ important (desirable)
    3) _____ of little importance
    4) _____ not important (unnecessary)

2. What is the schools' responsibility for providing this help?
    1) _____ complete responsibility
    2) _____ major responsibility
    3) ✓ shared equal responsibility (with home or other agencies)
    4) _____ minor responsibility

3. Does your school now provide this help?
    1) ✓ yes
    2) _____ no
    3) _____ don't know

    If you answered "yes" to the above question, answer the next question on this page, otherwise go on to the next page.

4. If your school now provides this help, how well is it doing the job? Please assign a grade.
    1) ✓ A - outstanding
    2) _____ B - very good
    3) _____ C - good
    4) _____ D - fair
    5) _____ F - poor/failure

Please indicate what type of respondent you are and what form of the questionnaire you answered by checking (✓) the appropriate identification in each of the questions below.

Thank you.

1. I am a:

    1) _____ Student
    2) _____ Parent
    3) _____ Teacher
    4) _____ School Administrator
    5) _____ School Counsellor
    6) _____ School Trustee
    7) _____ Employer
    8) _____ Alberta Education Official
    9) _____ Central Office School Administrator

2. The questionnaire form which I completed and to which this is attached is:

    1) _____ Elementary School Form 1 (White)
    2) _____ Elementary School Form 2 (Pink)
    3) _____ Elementary School Form 3 (Yellow)
    4) _____ Junior High School Form 1 (White)
    5) _____ Junior High School Form 2 (Pink)
    6) _____ Junior High School Form 3 (Yellow)
    7) _____ Senior High School Form 1 (White)
    8) _____ Senior High School Form 2 (Pink)
    9) _____ Senior High School Form 3 (Yellow)

ASSUMPTION:

STUDENTS in our Senior High Schools need:

Help to adjust to new school situations. Examples: Get to know the school building, where things are located, the school staff, school rules, and regulations, courses and programs, student activities, graduation requirements, etc.

YOUR COMMENTS:

YOUR OPINIONS

3. How important is this help?

1) _____ very important (necessary)
2) _____ important (desirable)
3) _____ of little importance
4) _____ not important (unnecessary)

4. What is the schools' responsibility for providing this help?

1) _____ complete responsibility
2) _____ major responsibility
3) _____ shared equal responsibility (with home or other agencies)
4) _____ minor responsibility

5. Does your school now provide this help?

1) _____ yes
2) _____ no
3) _____ don't know

If you answered "yes" to the above question, answer the next question on this page, otherwise go on to the next page.

6. If your school now provides this help, how well is it doing the job? Please assign a grade.

1) _____ A - outstanding
2) _____ B - very good
3) _____ C - good
4) _____ D - fair
5) _____ F - poor/failure

ASSUMPTION:

STUDENTS in our Senior High Schools

need:

Help to plan their educational programs related to their interests, aptitudes, abilities, achievements, and career goals.

YOUR COMMENTS:

YOUR OPINIONS

7. How important is this help?
   1) _____ very important (necessary)
   2) _____ important (desirable)
   3) _____ of little importance
   4) _____ not important (unnecessary)

8. What is the schools' responsibility for providing this help?
   1) _____ complete responsibility
   2) _____ major responsibility
   3) _____ shared equal responsibility (with home or other agencies)
   4) _____ minor responsibility

9. Does your school now provide this help?
   1) _____ yes
   2) _____ no
   3) _____ don't know

   If you answered "yes" to the above question, answer the next question on this page, otherwise go on to the next page.

10. If your school now provides this help, how well is it doing the job? Please assign a grade.
    1) _____ A - outstanding
    2) _____ B - very good
    3) _____ C - good
    4) _____ D - fair
    5) _____ F - poor/failure

ASSUMPTION:

STUDENTS in our **Senior High Schools**

need:

Help to develop understanding and respect for other individuals and groups. Examples: learn about racial, religious, political, and sexual differences, become aware of prejudice and its effects, develop a respect for the worth, dignity, and rights of all people, etc.

YOUR COMMENTS:

YOUR OPINIONS

11. How important is this help?

1) _____ very important (necessary)
2) _____ important (desirable)
3) _____ of little importance
4) _____ not important (unnecessary)

12. What is the schools' responsibility for providing this help?

1) _____ complete responsibility
2) _____ major responsibility
3) _____ shared equal responsibility (with home or other agencies)
4) _____ minor responsibility

13. Does your school now provide this help?

1) _____ yes
2) _____ no
3) _____ don't know

If you answered "yes" to the above question, answer the next question on this page, otherwise go on to the next page.

14. If your school now provides this help, how well is it doing the job? Please assign a grade.

1) _____ A - outstanding
2) _____ B - very good
3) _____ C - good
4) _____ D - fair
5) _____ F - poor/failure

ASSUMPTION:

STUDENTS in our Senior High Schools

need:

Help to deal with their negative feelings and attitudes which affect school work.

YOUR COMMENTS:

YOUR OPINIONS

15. How important is this help?

1) _____ very important (necessary)

2) _____ important (desirable)

3) _____ of little importance

4) _____ not important (unnecessary)

16. What is the schools' responsibility for providing this help?

1) _____ complete responsibility

2) _____ major responsibility

3) _____ shared equal responsibility (with home or other agencies)

4) _____ minor responsibility

17. Does your school now provide this help?

1) _____ yes

2) _____ no

3) _____ don't know

If you answered "yes" to the above question, answer the next question on this page, otherwise go on to the next page.

18. If your school now provides this help, how well is it doing the job? Please assign a grade.

1) _____ A - outstanding

2) _____ B - very good

3) _____ C - good

4) _____ D - fair

5) _____ F - poor/failure

ASSUMPTION:

STUDENTS in our Senior High Schools need:

Help to develop self-confidence and self-esteem.

Examples: Think positively, learn self control, overcome unrealistic fears, break self-defeating habits, develop special strengths and talents.

YOUR COMMENTS:

YOUR OPINIONS

19. How important is this help?

1) _____ very important (necessary)

2) _____ important (desirable)

3) _____ of little importance

4) _____ not important (unnecessary)

20. What is the schools' responsibility for providing this help?

1) _____ complete responsibility

2) _____ major responsibility

3) _____ shared equal responsibility (with home or other agencies)

4) _____ minor responsibility

21. Does your school now provide this help?

1) _____ yes

2) _____ no

3) _____ don't know

If you answered "yes" to the above question, answer the next question on this page, otherwise go on to the next page.

22. If your school now provides this help, how well is it doing the job? Please assign a grade.

1) _____ A - outstanding

2) _____ B - very good

3) _____ C - good

4) _____ D - fair

5) _____ F - poor/failure

ASSUMPTION:

STUDENTS in our Senior High Schools need:

Help to develop the personal characteristics and attitudes necessary to get and hold a job.

Examples: Trust-worthiness, dependability, responsibility, respect for authority, good work habits, etc.

YOUR COMMENTS:

YOUR OPINIONS

23. How important is this help?

    1) _____ very important (necessary)

    2) _____ important (desirable)

    3) _____ of little importance

    4) _____ not important (unnecessary)

24. What is the schools' responsibility for providing this help?

    1) _____ complete responsibility

    2) _____ major responsibility

    3) _____ shared equal responsibility (with home or other agencies)

    4) _____ minor responsibility

25. Does your school now provide this help?

    1) _____ yes

    2) _____ no

    3) _____ don't know

    If you answered "yes" to the above question, answer the next question on this page, otherwise go on to the next page.

26. If your school now provides this help, how well is it doing the job? Please assign a grade.

    1) _____ A - outstanding

    2) _____ B - very good

    3) _____ C - good

    4) _____ D - fair

    5) _____ F - poor/failure

ASSUMPTION:*

STUDENTS in our Senior High Schools

need:

Help to declare their individual and human rights when these are clearly abused.

YOUR COMMENTS:

YOUR OPINIONS

27.* How important is this help?

1) _____ very important (necessary)

2) _____ important (desirable)

3) _____ of little importance

4) _____ not important (unnecessary)

28.* What is the schools' responsibility for providing this help?

1) _____ complete responsibility

2) _____ major responsibility

3) _____ shared equal responsibility (with home or other agencies)

4) _____ minor responsibility

29.* Does your school now provide this help?

1) _____ yes

2) _____ no

3) _____ don't know

If you answered "yes" to the above question, answer the next question on this page, otherwise go on to the next page.

30.* If your school now provides this help, how well is it doing the job? Please assign a grade.

1) _____ A - outstanding

2) _____ B - very good

3) _____ C - good

4) _____ D - fair

5) _____ F - poor/failure

ASSUMPTION:

STUDENTS in our Senior High Schools need:

Help to learn about alcohol and drugs - their uses and abuses.

YOUR COMMENTS:

YOUR OPINIONS

31. How important is this help?

1) _____ very important (necessary)
2) _____ important (desirable)
3) _____ of little importance
4) _____ not important (unnecessary)

32. What is the schools' responsibility for providing this help?

1) _____ complete responsibility
2) _____ major responsibility
3) _____ shared equal responsibility (with home or other agencies)
4) _____ minor responsibility

33. Does your school now provide this help?

1) _____ yes
2) _____ no
3) _____ don't know

If you answered "yes" to the above question, answer the next question on this page, otherwise go on to the next page.

34. If your school now provides this help, how well is it doing the job? Please assign a grade.

1) _____ A - outstanding
2) _____ B - very good
3) _____ C - good
4) _____ D - fair
5) _____ F - poor/failure

ASSUMPTION:*

STUDENTS in our Senior High Schools need:

Help to change their school programs and career goals in the light of new information or changed circumstances.

Examples: Change courses, change programs, change time table, change career goals, etc.

YOUR COMMENTS:

YOUR OPINIONS

35.* How important is this help?

1) _____ very important (necessary)
2) _____ important (desirable)
3) _____ of little importance
4) _____ not important (unnecessary)

36.* What is the schools' responsibility for providing this help?

1) _____ complete responsibility
2) _____ major responsibility
3) _____ shared equal responsibility (with home or other agencies)
4) _____ minor responsibility

37.* Does your school now provide this help?

1) _____ yes
2) _____ no
3) _____ don't know

If you answered "yes" to the above question, answer the next question on this page, otherwise go on to the next page.

38.* If your school now provides this help, how well is it doing the job? Please assign a grade.

1) _____ A - outstanding
2) _____ B - very good
3) _____ C - good
4) _____ D - fair
5) _____ F - poor/failure

ASSUMPTION:

STUDENTS in our Senior High Schools need:

Help to learn what the laws require and what society expects of them.

Examples: Learn what they may or may not legally do; learn the standards and expectations of our society; learn the penalties and punishments which may result from illegal or anti-social behaviors.

YOUR COMMENTS:

YOUR OPINIONS

39. How important is this help?

1) _____ very important (necessary)
2) _____ important (desirable)
3) _____ of little importance
4) _____ not important (unnecessary)

40. What is the schools' responsibility for providing this help?

1) _____ complete responsibility
2) _____ major responsibility
3) _____ shared equal responsibility (with home or other agencies)
4) _____ minor responsibility

41. Does your school now provide this help?

1) _____ yes
2) _____ no
3) _____ don't know

If you answered "yes" to the above question, answer the next question on this page, otherwise go on to the next page.

42. If your school now provides this help, how well is it doing the job? Please assign a grade.

1) _____ A - outstanding
2) _____ B - very good
3) _____ C - good
4) _____ D - fair
5) _____ F - poor/failure

ASSUMPTION:

TEACHERS in the Senior High School

Help to maintain a positive attitude toward their work and toward the students whom they teach.

YOUR COMMENTS:

YOUR OPINIONS:

43. How important is this help?

    1)_____ very important (necessary)

    2)_____ important (desirable)

    3)_____ of little importance

    4)_____ not important (unnecessary)

44. What is the schools' responsibility for providing this help?

    1)_____ complete responsibility

    2)_____ major responsibility

    3)_____ shared equal responsibility (with home or other agencies)

    4)_____ minor responsibility

45. Does your school now provide this help?

    1)_____ yes

    2)_____ no

    3)_____ don't know

    If you answered "yes" to the above question, answer the next question on this page, otherwise go on to the next page.

46. If your school now provides this help, how well is it doing the job? Please assign a grade.

    1)_____ A - outstanding

    2)_____ B - very good

    3)_____ C - good

    4)_____ D - fair

    5)_____ F - poor/failure

ASSUMPTION:

TEACHERS in the Senior High School need:

Help to encourage the healthy personal and social development of their students.

YOUR COMMENTS:

YOUR OPINIONS:

47. How important is this help?

1)_____ very important (necessary)
2)_____ important (desirable)
3)_____ of little importance
4)_____ not important (unnecessary)

48. What is the schools' responsibility for providing this help?

1)_____ complete responsibility
2)_____ major responsibility
3)_____ shared equal responsibility (with home or other agencies)
4)_____ minor responsibility

49. Does your school now provide this help?

1)_____ yes
2)_____ no
3)_____ don't know

If you answered "yes" to the above question, answer the next question on this page, otherwise go on to the next page.

50. If your school now provides this help, how well is it doing the job? Please assign a grade.

1)_____ A - outstanding
2)_____ B - very good
3)_____ C - good
4)_____ D - fair
5)_____ F - poor/failure

ASSUMPTION:

TEACHERS in the Senior High School need: Help to present the educational and career implications of the school subjects which they teach.

YOUR COMMENTS:

YOUR OPINIONS

51. How important is this help?

1) _____ very important (necessary)
2) _____ important (desirable)
3) _____ of little importance
4) _____ not important (unnecessary)

52. What is the schools' responsibility for providing this help?

1) _____ complete responsibility
2) _____ major responsibility
3) _____ shared equal responsibility (with home or other agencies)
4) _____ minor responsibility

53. Does your school now provide this help?

1) _____ yes
2) _____ no
3) _____ don't know

If you answered "yes" to the above question, answer the next question on this page, otherwise go on to the next page.

54. If your school now provides this help, how well is it doing the job? Please assign a grade.

1) _____ A - outstanding
2) _____ B - very good
3) _____ C - good
4) _____ D - fair
5) _____ F - poor/failure

ASSUMPTION:

TEACHERS in the Senior High School need:

Help to instruct students in the study skills and values which are related to the subjects they teach.

YOUR COMMENTS:

YOUR OPINIONS

55. How important is this help?

1) _____ very important (necessary)
2) _____ important (desirable)
3) _____ of little importance
4) _____ not important (unnecessary)

56. What is the schools' responsibility for providing this help?

1) _____ complete responsibility
2) _____ major responsibility
3) _____ shared equal responsibility (with home or other agencies)
4) _____ minor responsibility

57. Does your school now provide this help?

1) _____ yes
2) _____ no
3) _____ don't know

If you answered "yes" to the above question, answer the next question on this page, otherwise go on to the next page.

58. If your school now provides this help, how well is it doing the job? Please assign a grade.

1) _____ A - outstanding
2) _____ B - very good
3) _____ C - good
4) _____ D - fair
5) _____ F - poor/failure

ASSUMPTION:

TEACHERS in the Senior High School need: Help to identify and explain the social, cultural, and economic factors of the community which may influence student behavior.

YOUR COMMENTS:

YOUR OPINIONS

59. How important is this help?

1) _____ very important (necessary)
2) _____ important (desirable)
3) _____ of little importance
4) _____ not important (unnecessary)

60. What is the schools' responsibility for providing this help?

1) _____ complete responsibility
2) _____ major responsibility
3) _____ shared equal responsibility (with home or other agencies)
4) _____ minor responsibility

61. Does your school now provide this help?

1) _____ yes
2) _____ no
3) _____ don't know

If you answered "yes" to the above question, answer the next question on this page, otherwise go on to the next page.

62. If your school now provides this help, how well is it doing the job? Please assign a grade.

1) _____ A - outstanding
2) _____ B - very good
3) _____ C - good
4) _____ D - fair
5) _____ F - poor/failure

ASSUMPTION:

TEACHERS in the Senior High School need: Help to understand the special or unique characteristics of the students they teach.

YOUR COMMENTS:

YOUR OPINIONS

63. How important is this help?

1) _____ very important (necessary)

2) _____ important (desirable)

3) _____ of little importance

4) _____ not important (unnecessary)

64. What is the schools' responsibility for providing this help?

1) _____ complete responsibility

2) _____ major responsibility

3) _____ shared equal responsibility (with home or other agencies)

4) _____ minor responsibility

65. Does your school now provide this help?

1) _____ yes

2) _____ no

3) _____ don't know

If you answered "yes" to the above question, answer the next question on this page, otherwise go on to the next page.

66. If your school now provides this help, how well is it doing the job? Please assign a grade.

1) _____ A - outstanding

2) _____ B - very good

3) _____ C - good

4) _____ D - fair

5) _____ F - poor/failure

ASSUMPTION:

PARENTS with children in Senior High School need:

Help to identify appropriate community agencies which can provide assistance in addition to what the school provides.

Examples: Family counselling, social assistance, alcohol and drug abuse, human rights, Alberta Mental Health Services, etc.

YOUR COMMENTS:

YOUR OPINIONS

67. How important is this help?

    1) _____ very important (necessary)
    2) _____ important (desirable)
    3) _____ of little importance
    4) _____ not important (unnecessary)

68. What is the schools' responsibility for providing this help?

    1) _____ complete responsibility
    2) _____ major responsibility
    3) _____ shared equal responsibility (with home or other agencies)
    4) _____ minor responsibility

69. Does your school now provide this help?

    1) _____ yes
    2) _____ no
    3) _____ don't know

    If you answered "yes" to the above question, answer the next question on this page, otherwise go on to the next page.

70. If your school now provides this help, how well is it doing the job? Please assign a grade.

    1) _____ A - outstanding
    2) _____ B - very good
    3) _____ C - good
    4) _____ D - fair
    5) _____ F - poor/failure

ASSUMPTION:

Parents with children in Senior High School need:

Help to deal effectively with children who have personal or social problems.

YOUR COMMENTS:

YOUR OPINIONS

71. How important is this help?

1) _____ very important (necessary)
2) _____ important (desirable)
3) _____ of little importance
4) _____ not important (unnecessary)

72. What is the schools' responsibility for providing this help?

1) _____ complete responsibility
2) _____ major responsibility
3) _____ shared equal responsibility (with home or other agencies)
4) _____ minor responsibility

73. Does your school now provide this help?

1) _____ yes
2) _____ no
3) _____ don't know

If you answered "yes" to the above question, answer the next question on this page, otherwise go on to the next page.

74. If your school now provides this help, how well is it doing the job? Please assign a grade.

1) _____ A - outstanding
2) _____ B - very good
3) _____ C - good
4) _____ D - fair
5) _____ F - poor/failure

ASSUMPTION:

PARENTS with children in Senior High School need:

An opportunity to inform the school of the values which they would like their child to develop.

YOUR COMMENTS:

YOUR OPINIONS

75. How important is this help?

1) _____ very important (necessary)
2) _____ important (desirable)
3) _____ of little importance
4) _____ not important (unnecessary)

76. What is the schools' responsibility for providing this help?

1) _____ complete responsibility
2) _____ major responsibility
3) _____ shared equal responsibility (with home or other agencies)
4) _____ minor responsibility

77. Does your school now provide this help?

1) _____ yes
2) _____ no
3) _____ don't know

If you answered "yes" to the above question, answer the next question on this page, otherwise go on to the next page.

78. If your school now provides this help, how well is it doing the job? Please assign a grade.

1) _____ A - outstanding
2) _____ B - very good
3) _____ C - good
4) _____ D - fair
5) _____ F - poor/failure

ASSUMPTION:

PARENTS with children in Senior High School need:

An opportunity to discuss with the school the long term educational and career plans of their children.

YOUR COMMENTS:

YOUR OPINIONS

79. How important is this help?

1) ____ very important (necessary)
2) _____ important (desirable)
3) _____ of little importance
4) _____ not important (unnecessary)

80. What is the schools' responsibility for providing this help?

1) _____ complete responsibility
2) _____ major responsibility
3) _____ shared equal responsibility (with home or other agencies)
4) _____ minor responsibility

81. Does your school now provide this help?

1) _____ yes
2) _____ no
3) _____ don't know

If you answered "yes" to the above question, answer the next question on this page, otherwise go on to the next page.

82. If your school now provides this help, how well is it doing the job? Please assign a grade.

1) _____ A - outstanding
2) _____ B - very good
3) _____ C - good
4) _____ D - fair
5) _____ F - poor/failure

ASSUMPTION:

Elementary Teachers, Students and their parents need: Co-ordination of community agency services with school counselling and guidance services

YOUR COMMENTS:

YOUR OPINIONS:

83. How important is this co-ordination?

1)______ very important (necessary)

2)______ important (desirable)

3)______ of little importance

4)______ not important (unnecessary)

84. What is the schools' responsibility for providing this co-ordination?

1)______ complete responsibility

2)______ major responsibility

3)______ shared equal responsibility (with home or other agencies)

4)______ minor responsibility

85. Does your school now provide this co-ordination?

1)______ yes

2)______ no

3)______ don't know

If you answered "yes" to the above question, answer the next question on this page, otherwise go on to the next page.

86. If your school now provides this co-ordination, how well is it doing the job? Please assign a grade.

1)_____ A - outstanding

2)_____ B - very good

3)_____ C - good

4)_____ D - fair

5)_____ F - poor/failure

APPENDIX B

Background Papers

The Status of School Counselling and Guidance in Alberta: A Review

A paper prepared for
The Task Force for Counselling and Guidance
Alberta Education

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September, 1979

I. Developmental History

Not unlike other Canadian provinces, formal adoption of guidance and counselling began in Alberta Schools after World War II, and was almost solely influenced by practices in the U.S.A. Although much of the guidance and counselling function was the prerogative of teachers and administrators, some school jurisdictions began hiring specially trained people to fill guidance and counselling positions. Van Hesteren (1971) reports that by 1949 counsellors had been appointed in high schools in Medicine Hat, Lethbridge and Red Deer and supervisors of guidance had been appointed in Calgary and Edmonton. The Guidance Branch of the Department of Education was established in 1947.

By the mid 1960's guidance subjects were available to students as school subjects in both junior and senior high schools. Graduate schools for counsellor education had been established in Alberta universities and many school jurisdictions employed counsellors who were professionally educated for this specific task. The number of people availing themselves of counsellor training was enhanced by special grants provided by the Federal Government for the education of "vocational" and "educational" counsellors. During the 60's the Guidance Council, a professional association under the aegis of the Alberta Teachers' Association, was established. To provide direction for its members, the Guidance Council set out A Rationale for Guidance and Counselling in Alberta Schools in 1963. The rationale dealt specifically with objectives, goals and strategies for guidance and counselling. The Guidance Council holds annual conferences for its members and established a regularly published News Bulletin in 1969. This later became the Alberta Counsellor and the Alberta Counselletter. In 1971 the first counsellor leadership seminar was held in Edmonton. Seminars have since been held annually over a two-week period.

In the early 70's an updated rationale for school guidance and counselling was set forth by the Counselling and Guidance Branch of Alberta Education. Its major thesis was that "school counselling in Alberta constitutes a triple opportunity for youth:

1. an opportunity of understanding
2. an opportunity of planning
3. an opportunity of becoming" (p.10).

The rationale illustrated and provided suggestions of how this triple opportunity plan for youth could effectively function in elementary, junior, and senior high schools through the provision of assistance to students, school staff, and parents and through coordination of community resources.

Various studies during the 70's examining demographic data of counsellors are in close agreement and indicate a slow increase in numbers of counsellors employed in Alberta. The first study of this period was by Altmann and Herman (1971) who examined the status of elementary counselling through questionnaires circulated to school superintendents. They found that for the 1969-70 school term, 62 people were employed in an elementary counselling capacity serving

205,671 elementary students. Of these 62 people only 10 were trained as elementary counsellors. Fifty-two were visiting teachers or consultants. Thirty-three of the 62 had masters' degrees, two had Ph.D.'s, the remainder had lesser qualifications. The ratio of 62 people to 205,671 elementary students was described by the authors as somewhat awesome.

Another study by Herman and Altmann (1972), reported in the Alberta Teachers' Association Magazine of January, 1972, found that there were 526 counsellors employed in Alberta. Of these 526, 251 were employed full time. Fifty-three of these counsellors were employed at the elementary level, 224 at the junior high school level, 209 at the senior high school level, and 40 were generalists, that is, they were employed at more than one level. Other data are presented in the Tables which follow.

Table 1

Number of Counsellors employed in Alberta schools

	Male	Female		Total
Elementary				
full time	9	34	43	
half time	2	2	4	
part time	4	2	6	
				53
Junior High				
full time	32	25	57	
half time	40	26	66	
part time	50	51	101	
				224
Senior High				
full time	75	44	119	
half time	32	25	57	
part time	25	8	33	
				209
General				
full time	27	5	32	
half time	1	0	1	
part time	5	2	7	
				40
		Total		526

Table 2

Number of Counsellors according

to level of education

	Doctoral Degree	Master's Degree	Diploma in Counselling	Bachelor's Degree	Less than Bachelor's Degree	
Elementary						
full time	2	26	11	4	0	
half time			1	3	0	
part time			1	2	3	
Junior High						
full time		11	35	11	0	
half time		3	18	41	4	
part time		1	0	68	32	
Senior High						
full time		47	57	15	0	
half time		9	17	25	6	
part time		3	1	26	3	
General						
full time	3	19	7	3	0	
half time		1	0	0	0	
part time		1	2	4	0	
Total	5	121	150	202	48	526

In a similar study conducted by Mott (1972), Supervisor of Guidance and Counselling for Alberta Education, for the 1971-72 school year it is found that there were 558 counsellors in the Province. Approximately 60% of these had a counselling diploma or better qualifications. In a further survey conducted by Mott (1976) through the Department of Education channels for the school year 1975-76 it was found that there were 612 counsellors employed throughout the Province. The most recent study comes again from Mott (1978), in which he reports that there were 639 counsellors employed in the Province of Alberta during 1977-78. Of these, 227 were devoting full time to counselling and approximately 400 were devoting half-time or more than half-time to counselling. These reports would indicate that there is a slow but definite growth in the number of counsellors employed in Alberta schools during the 1970 decade.

II. Role Studies

Perceptions of the role of counsellor have been studied from many different sources. One of the first such studies reported in the 70's was by Herman, Altmann and Sears (1971). They surveyed school superintendents of Alberta and found from the responses received that personal counselling ranked highest in the list of duties of counsellors. They also found that the best done of all counselling services was educational and vocational counselling. Staff consultation was the item that was selected by superintendents as requiring the greatest improvement. In general the study indicated that superintendents view their counsellors as performing worthwhile functions but that these functions must be extended and improved. They said, "it would appear that Alberta counsellors can function effectively within the existing administration but desirable changes are contingent upon counsellor knowledge of his role and the development of a strong guidance program at the local level" (p.270).

Mott's (1971) study entitled "Perceptions of the High School Counsellor Role in Alberta" investigated perceptions of the high school counsellor between and among groups of counsellors, teachers, and principals in 92 schools in Alberta, both rural and urban. The results revealed that:

1. counsellors, teachers, and principals agreed on the role function of the secondary school counsellor.

2. differences were found between the teacher group and the counsellor group and between the teacher group and principal group on the implementation of those functions.

Mott assumed that a major reason for this may be due to a lack of communication of the counsellor with teachers and principals about what s/he does and also lack of not developing a role description for implementation. He recommended that counsellors should produce a written description of the philosophy and objectives of guidance programs and make this known to school personnel.

The result that counsellors, teachers, principals agreed on the role of function of secondary school counsellors, is somewhat contrary to other research reported. A study by Hengel (1970) addressing the role of the counsellor in Alberta high schools as perceived by counsellors, counsellor educators, and principals found that there were differences of role perception among these three groups. In another study done by Brown (1974) differences of opinion were found between a counsellor and his administrator and between a counsellor and his client regarding counsellor roles. A study by Laughren and Herman (1975) investigated differences between daughters' and their mothers' perceptions of the role of the school counsellor. Significant differences of mothers' and daughters' perceptions of counsellor role were indicated; however, both mothers and daughters viewed educational and vocational problems as the most suitable areas in which to seek counsellor help.

The findings of perception of role differences in Alberta were consistent with research in other parts of Canada (Brown, 1974; Hassard and Costar, 1977). It appeared that although school counsellors had a role to play, no clear role description existed for them.

III. Criticism, Evaluation and Need for Change

As a new profession, counselling experienced growing pains. Since many acceptable schools of counselling exist, philosophies, modes of practice, and perceptions of needs for counselling varied. The value of school counsellors was questioned both from within the school and from without. Tracy (1972) writing in the January issue of The Debator, a journal sponsored by the Alberta Education Council, stated "the school boards will have to decide whether school counselling services are a necessity or an expensive frill in education. Certainly children have problems, but should the school, in fact, can the school provide the

the personnel to help with the solutions"? (p.1) He goes on to state, "I would like to suggest that presently Alberta schools are not adequately meeting the needs of students because few have any services that are intentionally geared to the prevention of problems" (p.3). He concludes by saying, "We the public must either urge educators to improve pupil personnel services or provide community counselling agencies to work with schools and the home for the sake of our children" (p.3).

Statements by government officials have been critical of guidance and counselling. Recorded in the Calgary Herald, October 6, 1973 is a statement by Jim Foster, then Minister of Advanced Education, which was critical of the lack of guidance received by students in the schools and suggested that a regional counselling service outside of the school system be established. Dr. Henry Kolesar, Assistant Deputy Minister of Advanced Education said that counselling is in a "schmozzle." The Lethbridge Herald of November 14, 1973 goes on to quote him as follows: "Many counsellors don't know what they are talking about, they give no information or the wrong information."

Roy Farren, Alberta's solicitor general for several years during the 70's decade, voiced criticism of counselling generally in a speech given in the Legislative Assembly and reported in Saint John's Calgary Report, November 11, 1977. In lieu of counselling Farren proposed, on an experimental basis, an old-fashioned Borstal-type reformatory for 16 to 18 year old boys. "I want to teach them a trade, with maximum character building and an accent on sports and discipline" (p.21).

The same Roy Farren writing in the Calgary Herald, May 22, 1979, stated:

> I have a healthy skepticism about counselling...we have counsellors in the schools and in churches, counsellors in the probation department and social services, counsellors on alcoholism, drugs, and mental health, counsellors with the police, in the prisons, in the clubs, in the hospitals, in personnel departments. Next to mosquitoes, they are the most prolific breed in Alberta. And often it is the blind leading the blind.

To help improve counselling and guidance, evaluations of services were conducted. In an evaluation of counselling services in the Edmonton Catholic School System by Boyle (1971) which included students, teachers, administrators, parents, and counsellors it was evident from the data that counselling is considered an important aspect of education. The findings also showed that teachers are not sufficiently informed about the goals of counselling and that they require more feedback from counsellors. It was recommended that better methods of evaluating counselling goals need to be developed and that counselling procedures and programs be subjected to systematic and thorough scrutiny.

In another evaluation study done by Calgary Catholic Board Counsellors, and reported in Spotlight, October, 1972, the conclusions indicated that students, parents, teachers, and administrators rate counselling very positively. One concern was that communication needs improvement and that role and function need to be made known to all in the school.

The largest evaluation study of guidance and counselling (Feltham,

1976) was conducted by the Calgary Board of Education over a four year period from 1971 to 1975. In this study over 10,000 senior high school students, over 4,000 junior high school students, over 1,000 junior-senior high school teachers and administrators and over 1,000 families responded to a questionnaire. The conclusions were:

1. almost all students used guidance services upon their own request and rate the service as helpful, but express the need for more vocational and educational counselling.

2. most teachers and virtually all administrators rate the guidance service as required and helpful but express a need for more counsellor consultation.

3. almost all parents stated that guidance services are necessary in secondary schools and over half said the services should be increased.

4. students who received counselling services improved their attendance and marks more than did comparable students who did not receive counsellor assistance.

The evidence collected suggested that guidance services are of educational value.

In another study that ascertained parents' perceptions of guidance services in Calgary secondary public schools Nichols, Feltham, and Gaetz (1975) reported the following conclusions:

1. over 95% of parents felt that guidance services are necessary in the school.

2. about one-half of the parents felt that guidance services should be increased while less than 20% felt these services should not be increased.

3. approximately two-thirds of the parents whose children received guidance felt that the children were helped by the service.

4. the major positive finding of this study was that guidance services in the Calgary public secondary schools have the support of the teachers, and particularly administrators.

Teachers were frequently less positive than administrators in their support of this service. This trend suggests the possibility that there is not much involvement in communication and understanding between teachers and counsellors as there is between administrators and counsellors.

Other perceptions and statements of counselling and guidance come from a variety of sources. Recorded in the proceedings of the Alberta Chamber of Commerce, Education and Business Conference held in Jasper Park Lodge in October, 1976 is the following resolution: Be it resolved that the Government of Alberta establish an adequate counselling service throughout the public and separate schools in the basic educational system and as the first step the Department of Education be directed to complete a needs assessment study which would identify specific counselling needs in the Province and provide a course of action to meet the identified needs. Counselling for the purpose of this resolution was defined as follows: "assistance given through an in-school based program to students to meet their normal academic and personal developmental needs."

Another study by Dumont (1976) commissioned by the Minister of Education for the Province of Alberta and entitled "Assessment of Educational Needs of Northern Albertans" provided the following recommendation: There is need to institute extensive guidance services at all levels in the schools. It further recommended that a study be undertaken by the Department of Education to survey what services exist and what is required and assess the financial problems that are associated with providing guidance services to small and remote northern centres.

An earlier report by Holdaway (1972), discussing noninstructional positions, functions and costs in a school jurisdiction in Alberta, found the opinions of superintendents to indicate that the most crucial school staff shortages occurred in the psychological-guidance-remedial areas. He also found that opinions of principals and teachers indicated that the number of central office and in-school guidance counselling staff were generally inadequate. Opinions of trustees agreed with previous opinions that the number of staff to perform guidance and counselling services were generally judged to be inadequate. Other documentation from the Holdaway report includes:

1. 33 of 43 superintendents chose guidance and counselling as one of three areas in which they would add staff if given a 10% increase in budget.

2. of 155 principals in the study approximately 50% felt that guidance services were too few or were unavailable.

3. of 423 trustees 65% said "too few" or "no staff" who provide central office guidance and counselling services.

4. when asked what could be done if given 10% increase in budget, 66% of the trustees stated that counselling and guidance would be the area where they would add staff.

In his final report of a curriculum evaluation project for Alberta Education, Collett (1978) stated that a significantly large proportion of those responding to his survey indicated an inadequacy in the counselling program. His concluding summary statement reads as follows: "The counselling services in Alberta high schools seemed to be in need of further evaluation, development and stimulation through provision of resources" (p.136).

IV. Changing Emphasis and New Directions

Counsellors themselves have critically examined their roles and have urged changes for improvement. Earlier issues centered on directive versus nondirective counselling, should school counsellors have teaching experience, and what are appropriate qualifications for school counsellors. More recent examinations have centered on the models of counselling and the delivery system. Many writers have urged movement from the medical model, based on diagnosis and curing, to an educational model, based on developmental progression of learning skills that arise at various periods of life and that are required for coping and enhancing life. Dave Clark, (1975, p.51), President of the Alberta Guidance Council, wrote "The emphasis is on preventive programs, teachers and counsellors must work in close cooperation to monitor and upgrade quality of classroom learning environment and the total school climate." An article by Herman (1974) stressed a developmental approach and the need for change to a program format of delivery. Programs would include structured, articulated experiences for youth that would teach them essential skills such as self-understanding, understanding others, decision making, life planning, communication, etc. Merchant

(1976, p.26) wrote, "I suppose the developmental viewpoint may sound idealistic or overzealous but I am convinced that elementary school guidance will be a new hope only if it turns from corrective, remedial approaches and focuses on the developmental needs of all children." Van Hesteren and Zingle (1977) in an editorial in the Canadian Counsellor, wrote: "Even a cursory survey of Canadian guidance literature makes readily apparent there exists a considerable degree of confusion and disagreement concerning the nature of the guidance function and specific role characteristics of school guidance personnel...Notwithstanding this diversity of opinion, the central and most significant issue facing school counselling as a profession today is essentially the same one that has confronted it virtually since the beginning of guidance as a movement. This broad issue has to do with deciding upon the nature, scope and purpose of guidance services within the context of the total educational enterprise. An issue arising out of this broader one and inseparably related to it concerns the delineation of the school counsellor's role" (p.105-106). In persuing this point they come to the following conclusion: "The solution to the current role dilemma facing school counsellors lies neither in a retreat to an antiquated vocational guidance model nor an entrenchment in a personal adjustment-crisis oreintation but, rather, in moving confidently but prudently in the direction of a developmental guidance model geared to the needs of pupils in modern society" (p.115).

In a published article Mott (1978), Supervisor of Guidance and Counselling in Alberta, stated:

> A number of school jurisdictions have been developing successful elementary school counselling programs which have emphasized development and preventative approaches...In secondary schools successful counselling in guidance programs relating to a variety of student development concerns are in place...At the present time guidance does not have a curriculum that is clearly defined as do traditional disciplines such as Science, Math or English. The rationale for developing skills in the guidance area is a preventative one. If students are going to learn their full potential in academic areas they need the enabling skills of decision-making, basic relating skills, and other guidance content areas. A problem in implementing this kind of skills development program is finding time in the school day. Some content is integrated with other subjects; however, a core program of studies along with integration would be desirable (pp.19-21).

The philosophical and theoretical writings are beginning to be translated into practice. Throughout the Province counsellors and teachers with a guidance orientation have been busy implementing projects and programs which leaders in the field have recommended. The concern for improvement is genuine. The desire for guidance and counselling to be an integral part of the school program in its aim toward effecting goals of schooling and education is evident with new developments.

The Edmonton Public School Board under the leadership of F. Muriel

Smeltzer developed the Perspectives for Living series for junior and senior high schools. These were, in the main, curriculum units dealing with developing understanding, learning about one's feelings, emotions and general development, establishing appropriate sex roles, becoming a better communicator, etc. In the senior high schools these materials served as curriculum units for Perspectives for Living 15/25. In the junior high schools they served as curriculum units for optional courses or for the Grade IX group guidance course.

Other resource units have been developed in the Edmonton system. Toward Affective Guidance (1977) was developed for use in junior high schools and Career Development and Life Management (1978) for use in senior high schools.

A major publication by Gaetz and Feltham (1978) for the Calgary Board of Education is entitled Planning Educational Objectives for People to Live Effectively (PEOPLE). It sets out a rationale for a developmental program, a model for developing the program, strategies and resources for implementing the program, and offers ideas for evaluation. To incorporate this program system wide, in-service work has been ongoing and will continue.

School counsellors have been developing programs designed to fulfill needs of students and have been evaluating the effectiveness of these programs. Woodcock (1977) developed a program to improve the level of career awareness in tenth grade girls. In her pre- and post-test design she found that a significant difference in gains occurred between the treatment and control groups. Mackey (1978), in a similarly designed study, developed and measured the effects of a five-month program to enhance the self-esteem of high school girls enrolled in a high school business education program. The treatment group did not improve significantly more than did the control group.

These studies are examples of how counsellors are moving toward evaluating effectiveness of their programs. The measures used provide "hard" data. These along with "soft" data provide information upon which learned decisions can be made and provide criteria upon which accountability can be based.

One major move in the direction of obtaining continued public support is for school guidance departments to give careful attention to providing an accountability record. This means providing evidence to indicate how previously established objectives are met. This accountability must include the extent to which they have contributed to the whole school function.

In keeping with the many concerns for guidance and counselling that have been expressed by such a broad range of sources, Alberta Education in 1978 authorized the formation of a Task Force to examine the "state of the art" and to obtain perception data from the publics concerned regarding the adequacy and quality of guidance and counselling in Alberta schools. The recommendation of the Task Force to the Minister could possibly be instrumental in dictating the future of guidance and counselling in Alberta schools during the decade of the 80's.

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The Changing Nature of Alberta Society:
Implications for School Counselling and Guidance

A Paper Prepared for
The Task Force for Counselling and Guidance
Alberta Education

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September, 1979

I. Schooling and Education

According to Tyler, (1969, p. 3), "the more complex, mobile, and wealthy a society becomes the more essential is the role counselling plays." From 1950 to the present, Alberta has experienced unprecedented growth and economic development. Rapid and unexpected changes have occurred giving rise to needs and challenges greatly different from those of the past. Industrialization, urbanization, geographic and upward mobility, changing patterns of family living, the move from "the baby boom" to zero growth, changing work roles, and conflicts in values, attitudes and morals not only have provided new challenges but also have added new problems to Alberta society.

The needs, challenges, and problems of a society become a concern for the education of that society. As an integral part of society, children and adolescents within our schools manifest aspects of these needs and problems. The question then becomes: does the school concern itself with these needs and problems and if so, to what degree?

Although the school, during this time period, has assumed considerable responsibility for the total development of children, it has become increasingly apparent to many that "education and schooling" are not synonymous terms. That learning is more inclusive than schooling, that it is as inclusive as life itself, has always been easy to see. Many educational opportunities are to be found outside of schools: T.V., libraries, museums, films, camps, industries, churches, correspondence courses, etc. Ivan Illich (1970) emphasizes this fact in his book entitled De-Schooling Society.

Lawrence Cremin (1976) describes differences between schooling and education when he says:

> Every family has a curriculum which it teaches quite deliberately and systematically over time. Every church and synagogue has a system which it teaches deliberately and systematically over time--the Old and New Testaments after all are among our oldest curricula and so are the Missal and the Mass and so is the Book of Common Prayer. Every employer has a curriculum which he teaches deliberately and systematically over time: the curriculum includes not only the technical skills of typing or welding or teaching or reaping, but also the social skills of carrying out those activities in concert with others on given time schedules and according to established expectations and routines. One can go on to point out that libraries have curricula and day care centres have curricula and most important, radio and television stations have curricula - and by these curricula I refer not only to programs labelled educational but also to news broadcasts and documentaries (which presumably inform), to commercials (which teach people to want) and to soap operas (which reinforce common myths and values).(p. 22)

In this province, Torgunrud (1976), Director of Curriculum for Alberta Education, noting the startling changes which have occurred in Canadian culture over the past several decades commented:

> Embedded in these shifts has been the emergence of inflation, unemployment, and welfare, ... startling increases in divorce, crime, delinquency, veneral disease, alcohol, drug abuse,

> neuroticism, and suicide. These have brought pressures for schooling to become involved in environmental studies, consumer education, mental health, and family life education, often with the implied intent that the placement of programs in schools will take care of societal ills. Schooling must be firm in its position that it will not abandon or shirk rightful responsibilities, but maintain that it is only one institution among many in the configuration that provides education to Canadian youth. (p. 23-24)

The question of the role of the school has been clearly recognized in the thinking of decision-makers in Alberta Education. Their concern has resulted in the development of the paper Alberta Education and Diploma Requirements (1978) to which the public was asked to respond through seminars, briefs, letters and open meetings. Further study has confirmed that the goals of schooling and the goals of education can be usefully separated thereby acknowledging that the school cannot be held responsible for the total educational process.

As Torgunrud stated, however, the school cannot abandon or shirk its rightful responsibilities and hence must contribute not only to youth's intellectual development but to youth's development as a whole. Within the parameters of the school's function there lies a definite role for school guidance and counselling as is noted by Robert Clark (1970):

> And surely there is no way we can cross the many obstacles in the path of our society without the assistance of a variety of specialists in human behavior and human development, certainly

one of the most important of which is the counsellor in the schools. (p. 9)

II. Societal Changes

In the recent past, the pace of change has rapidly accelerated and has produced a disorganizing dissonance, or to use Toffler's (1970) term, "future shock." Social confusion and disorder have become apparent as new rules emerge and compete with old standards for survival. Some of the more salient social changes that have implications for counselling and guidance are discussed below.

A. Scientific and Technological Changes

Advances in science and technology have resulted in mechanical conveniences and physical comforts, but even more importantly, they have produced basic cultural changes which in turn have created many of our social problems. Wrenn (1973, p. 136) concluded that "science is giving us an increasingly complete description of our world, but it does not give us the meaning of such a world or man's place in it." We have reached a point where technological advances appear to have outstripped the average person's ability to understand and control them and many people are beginning to feel enslaved by computer technology.

Because scientific and technological advances help to provide much of what constitutes the "good life" it is only at the peril of considerable inconvenience and frustration that these inventions could be relinquished. We build huge factories but pollute rivers; we develop new methods of transporting petroleum products but ruin our sea food beds; we devise new ways of developing energy but in the process we destroy the environment. The implications for living, for education, and more specifically for counselling and guidance are immense.

B. The World of Work

Many young people are confused by conflicting attitudes about work. They hear that the work ethic is disappearing, that most jobs are demeaning and destructive, that technology will replace large numbers of workers, and that in many specialties a flooded market will cause unprecedented employment. But they also hear the unemployed asking for a chance to work, that work is the path to equality, and that one has to develop salable skills to meet the demands of a technological society.

Many young people worry about the future. Although the Canadian Classification and Dictionary of Occupations (CCDO) lists over 16,000 occupations available in Canada, realistic and accurate occupational information is often lacking and rumors predominate. Changes in specific jobs, changes in the occupational structure, and the increased use of automation mean that the students now in our schools will enter a world of work about which much uncertainty prevails. New jobs will appear, many present ones will change so radically that extensive retraining will be needed. It is the 18-24 year old age group in which unemployment is greatest.

Automation and technological advances have reduced the number of low-skill entry jobs, and have also lessened the worker's pride in his share in producing a finished article. The fulfillment of one's self concept in an occupation is no longer true for many, consequently large numbers of people find themselves without meaningful work.

The work ethic, which for several centuries has been a fundamental aspect of our value system, is being eroded.

The implications for counselling are enormous. Since the future world of work is tentative and to some degree unforseeable, for many people the greatest asset will be their ability to respond flexibly and intelligently to rapid change. For others, optimum development may mean the ability to organize life outside the mainstream of economic activity. The ability to use increasing amounts of leisure time in creative, personally satisfying and socially worthwhile but not essentially economic ways may be the primary challenge.

C. Population Changes

Demographers estimate that by the year 2000 there will be over 6 billion people on Earth. The movement of people to where there is work is inevitable. Presently Alberta is receiving large numbers of people into the province. Alberta's population increased by 55,400 in a one-year period ending January, 1979 (Statistics Canada).

To accommodate urban immigrants a relatively new housing pattern is now in vogue. The single family dwelling is being supplemented and often supplanted for economic reasons by town houses, condominiums and semi-detached homes. This means many more people living closer together with little or no outdoor open space to call their own. These conditions will mean increased interdependency and consequently increased social control. The much prized individual responsibility, freedom and excellence once prevelant are likely to be threatened by socially induced pressures for stifling conformity. At the same time that physical proximity is making people more interdependent, the decline of kinship is actually decreasing intimacy. For a society characterized by high interdependency but low intimacy, social controls of a very overt and oppressive kind may become inevitable. Moreover the bewilderment, isolation and frustration associated with the complexities and impersonality of large urban communities has given rise to a greater incidence in crime, vandalism, and suicide. Silversides (1979) indicated that there were 333 reported suicides in Alberta in 1978, the highest provincial rate in Canada. Juvenile delinquency, vandalism, and family conflicts requiring police assistance is increasing (The Calgary Herald, June 27, 1979).

Counselling will have to be involved in helping people obtain growth-producing levels of independence and personal excellence as well as in helping them establish patterns of interpersonal relations in which they can feel responsibility and commitment to society.

D. The Family

Probably the greatest societal change has come about within the family unit. The self-contained, primary unit with an authoritarian power relationship that made father the head has changed to a social-centered unit or companionship family. Frequently both mother and father work. Amiel (1979) reports that for 1978 almost four million women were working in Canada. This was 38% of the total work force. Of the four million women, 47.8% were married. When both parents work young pre-school children are placed in child-care centres. Parent models are thus available for only short periods of the day. Children in elementary schools have been called "latch-key" children since they must carry keys to gain entrance to their homes when parents are absent.

The extended family that frequently contained grandparents or aunts and uncles who had a vital role in the socialization process of the young has given way to the conjugal family where stability is almost totally dependent upon the emotional relationship between husband and wife. The conjugal family does not emphasize stability as a value and thus a great number of marriages fail. The home, once regarded as the ideal setting for bringing up children is disrupted by divorce and separation. Alberta has the second highest provincial divorce rate in Canada. In 1977 Alberta recorded 18,380 marriages and 5,843 divorces (Statistics Canada). There is, consequently, a growing rate of single parent families.

With the impersonality of urban living, with both parents frequently working away from home, and with children staying at school over a number of years, the peer group at school has often come to have more "family" meaning than the family itself. As the family's influence declines, there is increasing influence by the peer group with whom children interact more hours per day than with either father or mother.

Mobility of the family affects the sense of familiarity and, therefore, the emotional security of each member of the family. Family mobility generates feelings of rootlessness and lack of community identification. When father and mother are uncertain as to new values and behavior appropriate in the new location, the children tend to seek their value assurances elsewhere. Mobility leads to value uncertainty. Students new to schools need to be recognized by teachers and counsellors as individuals who are casting about either to test their old values or to establish viable new ones. They need help in this process and they may welcome it from adults if it is given sensitively.

As a result of the many rapid role and style changes, the home may not be able to assume the responsibilities for promoting child development which it traditionally assumed. The attitudes of youth toward his home and family can be expected to be somewhat different from the typical middle class child of several decades ago. These attitudes must be recognized and understood by the counsellor if he wishes to be helpful. Preparing students to cope with a family pattern that has both great risks and great rewards in terms of personal development will be a vital role for education.

E. Value Changes

The past several decades have produced a vast transformation of life in our once stable, seemingly immutable society. Traditional values and inherited customs, dominant for so many years, increasingly are being called into question with the concomitant effect that they are losing their authority over many. They are no longer sufficient as a guide to action in our rapidly changing world. Durkheim, the French sociologist, called this a state of anomie. When the existing values no longer hold for large segments of the population sub-cultures develop and various forms of social confusion and disorder become apparent as new rules emerge and compete with old standards. Spindler (1963) calls these two sets of values "emergent" and "traditional". Traditional values include such concepts as "puritan morality", "work-success ethics", "achievement orientation", and "rugged individualism". In contrast and even in opposition to these kinds of values are the emergent values which include "sociability", "moral relativism", "group conformity", and "immediate gratification". When different views of life are held by various groups, their ability to communicate and to cooperate toward common purposes is limited.

Emergent values have surfaced in no uncertain terms and in various forms. "Flower children" and "hippie groups" were common in the 1960's; traditional sources of authority such as parents, teachers, and policemen came under attack; educational institutions were vandalized and destroyed and university presidents' offices were occupied. A greater degree of personal authority was demanded and individual rights were stressed in every aspect of life from the right to work to the right of love. As the normative institutions lost some of their power they were less able to integrate each individual into a common purpose. Pluralism increased. The net result to the school system has been confused children very often so because of their unreadiness to deal with abstract relativism rather than concrete structure.

III. Implications to Counselling and Guidance

Social problems are not new but today they appear to be proliferating at an unprecedented rate. The school, as a part of the larger society, bears an interdependent relation to that society and must therefore assume some responsibility for the social problems extant. By assuming this responsibility the school helps to influence society as it educates the students in its charge. On the other hand, the school is affected by social changes of major magnitude and this had led to an examination of the goals of the school and the means of achieving them. The interrelationship of the school and society allows for movement toward common goals with the school addressing those goals for which it is best suited and for which it can be held primarily accountable while other institutions and agencies of society address other goals. Some goals can be achieved by the school alone, some through cooperation with parents and other institutions or agencies, and some must be left totally to jurisdictions other than the school.

Although school curricula load heavily on knowledge and skill in the cognitive domain the school does address itself to the development of physical, mental and spiritual health, active and responsible citizenship, and the knowledge, skills and attitudes required to respond to the opportunities and expectations of the world of work. If students are expected to learn to their full potential they will require the enabling skills of communication, decision-making, general coping, and a feeling of self worth. Cognitive and affective learnings must develop simultaneously. Thus the school must deal with the total development of students in a concerted effort with the community. In this endeavour school guidance and counselling, characterized by major foci, can play a definite role.

A major focus of counselling and guidance is the importance of looking at the total person. Help is provided for educational, career, personal and social development and this by necessity extends the counsellor's work to all aspects of school, home, and community life. In the elementary years, parental participation is extensive. As grade level increases the students' whole environment, including other significant persons, gain importance. Help must be comprehensive and must involve consultation with others and the coordination of effort.

A second focus of counselling and guidance is the use of the theme approach. Counsellors work with teachers, psychologists, social workers, medical personnel and others to provide a comprehensive help system. As a school-based professional, the counsellor can help to relate the knowledge of outside professionals to the school situation. The counsellor is the person best able to coordinate the work of all professionals involved in promoting student development.

A third focus is the emphasis on the developmental approach. In the past counsellors have been doing learning repairs on individuals rather than improving the learning environment. Now rather than concentrating on remediation, all educational forces can be linked for the benefit of facilitating the total development of students. This developmental view is giving rise to a sequential approach in guidance and articulated programs similar to general curricula with scope and sequence are being developed.

Within the field of guidance and counselling there is an increasing professionalism. School counsellors, like other educators, are being required to demonstrate the difference they make in the lives of others. They are accepting this challenge by improving their academic qualifications, by learning new skills and knowledge, through professional associations and in service work, and by developing programs the effectiveness of which can be evaluated.

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APPENDIX C

Letters to Principals, Trustees, Central Office Administrators and Alberta Education Officials

Alberta 75 1905 1980

EDUCATION

Devonian Building, West Tower
11160 Jasper Avenue
Edmonton, Alberta, Canada
T5K 0L2

January 28, 1980.

Dear Colleague:

The Minister of Education has commissioned a Task Force on School Counselling and Guidance. The purpose of the Task Force is to determine the adequacy and quality of existing school counselling and guidance programs in Alberta schools and to develop recommendations on the basis of information gathered.

Alberta Education is aware of your interest in this vital aspect of education and requests your participation. Enclosed is a survey form and opinionnaire for your completion.

Three survey forms exist, one for each of the elementary, junior high, and senior high school grades. You will receive only one survey form for completion; however, some others in the respondent group that you represent will receive copies of the remaining two survey forms for completion.

It would be appreciated if you would complete the survey form and opinionnaire and return both prior to March 3, 1980 to the office of Dr. Terry Mott, Fifth Floor, Devonian Building, 11160 - Jasper Avenue, Edmonton, Alberta, T5K 0L2.

Thank you for your cooperation in this matter.

Yours sincerely,

J S Hrabi

James S. Hrabi,
Associate Deputy Minister.

Encl.

Alberta 75 1905 1980

EDUCATION

Devonian Building, West Tower
11160 Jasper Avenue
Edmonton, Alberta, Canada
T5K 0L2

March 10, 1980.

Dear Colleague:

I wrote to you last month requesting your assistance in completing a survey form and opinionnaire to be returned to my office by March 3, 1980. As you will recall this request was in support of the Task Force on School Counselling and Guidance commissioned by the Minister of Education.

It is crucial to the success of this project that as many people respond as possible to provide the information required. The response to date has been gratifying; however, we still await a few responses.

If there is something holding up your reply, and I can be of assistance, please contact me. If you have completed this task, kindly disregard the reminder.

If you have misplaced your survey form or opinionnaire you can obtain additional forms by contacting the office of Dr. Terry Mott, (Phone 427-2899) 5th Floor, Devonian Building, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2.

Your assistance is greatly appreciated.

Yours sincerely,

James S. Hrabi,
Associate Deputy Minister.

Alberta 75 1905 1980

EDUCATION

Devonian Building, West Tower
11160 Jasper Avenue
Edmonton, Alberta, Canada
T5K 0L2

Dear Elementary School Principal:

The enclosed package of materials contain the following items:

1. A letter from the Associate Deputy Minister of Education explaining the purpose of this activity.
2. Survey forms 1, 2,and 3 for completion by all of your teaching staff and also by the parents of all of your grade six students.
3. A covering letter for parents explaining the purpose of this information collection and requesting their co-operation.

Specific Instructions are as follows:

1. Teachers:
    a) Sampling: Assign at random Forms 1, 2, and 3 of the survey form (ie. 1/3 of your staff answers Form 1, 1/3 answers Form 2 and 1/3 answers Form 3)
    b) Administration: Distribute survey forms to your teachers and collect completed forms.

2. Parents:
    a) Sampling: Assign at random Forms 1, 2, and 3 of the survey form by giving the appropriate Form to each student for delivery home.
    b) Administration: Instruct each grade six student to take home to their parents a sealed envelope containing a survey form and covering letter.
    c) Collect completed forms. It is unlikely that you will have all returned; however it would be appreciated if a follow-up procedure (eg. telephoning) could take place.

Return completed survey forms to my office prior to March 3, 1980. My address is Devonian Building, West Tower, 11160 - Jasper Avenue, T5K 0L2, 5th Floor.

Thank you for your co-operation.

Yours sincerely,

M Mott

Terrance R. Mott
Supervisor, Guidance & Counselling

Alberta 75 1905 1980

EDUCATION

Devonian Building, West Tower
11160 Jasper Avenue
Edmonton, Alberta, Canada
T5K 0L2

ADDENDUM:

1. The enclosed package of materials also contains envelopes for transmission of the survey form to parents.

2. Commonly used procedures to facilitate parent survey form returns are:

either

1. Requesting classroom teachers to keep a record of parent returns by receiving returns directly from the grade six, eight, or eleven students that they are responsible for. Follow-up procedures can then easily be implemented.

or

2. Coding (numbering) the envelopes containing survey forms sent home and requesting parents to return completed survey forms in these envelopes. Parents can then easily be identified for follow-up if the envelope is not returned.

Alberta 75
1905 1980

EDUCATION

Devonian Building, West Tower
11160 Jasper Avenue
Edmonton, Alberta, Canada
T5K 0L2

Dear Junior High School Principal:

The enclosed package of materials contain the following items:

1. A letter from the Associate Deputy Minister of Education explaining the purpose of this activity.
2. Survey forms 1, 2, and 3 for completion by all of your teaching staff, all grade eight students and their parents.
3. A covering letter for parents explaining the purpose of this information collection and requesting their co-operation.

Specific Instructions are as follows:

1. Teachers:
    a) Sampling: Assign at random Forms 1, 2, and 3 of the survey form (ie. 1/3 of your staff answers Form 1, 1/3 answers Form 2 and 1/3 answers Form 3)
    b) Administration: Distribute survey forms to your teachers and collect completed forms.

2. Students:
    a) Sampling: Assign at random Forms 1, 2,and 3 of the survey form to all grade eight students.
    b) Administration: Distribute survey forms to all grade eights and collect completed forms.

3. Parents:
    a) Sampling: Assign at random Forms 1, 2, and 3 of the survey form by giving the appopriate Form to each grade eight student for delivery home.
    b) Administration: Instruct each grade eight student to take home to their parents a sealed envelope containing a survey form and covering letter.
    c) Collect completed forms. It is unlikely that you will have all returned; however it would be appreciated if a follow-up procedure (eg. telephoning) could take place.

. . 2

Return completed survey forms to my office prior to March 3, 1980. My address in Devonian Building, West Tower, 11160 - Jasper Avenue, T5K 0L2, 5th Floor.

Thank you for your co-operation.

Yours sincerely,

Mott

Terrance R. Mott
Supervisor, Guidance & Counselling

Alberta75 1905 1980

EDUCATION

Devonian Building, West Tower
11160 Jasper Avenue
Edmonton, Alberta, Canada
T5K 0L2

ADDENDUM:

1. The enclosed package of materials also contains envelopes for transmission of the survey form to parents.

2. Commonly used procedures to facilitate parent survey form returns are:

either

1. Requesting classroom teachers to keep a record of parent returns by receiving returns directly from the grade six, eight, or eleven students that they are responsible for. Follow-up procedures can then easily be implemented.

or

2. Coding (numbering) the envelopes containing survey forms sent home and requesting parents to return completed survey forms in these envelopes. Parents can then easily be identified for follow-up if the envelope is not returned.

Alberta 75

EDUCATION

Devonian Building, West Tower
11160 Jasper Avenue
Edmonton, Alberta, Canada
T5K 0L2

Dear Senior High School Principal:

The enclosed package of materials contain the following items:

1. A letter from the Associate Deputy Minister of Education explaining the purpose of this activity.
2. Survey forms 1, 2 and 3 for completion by all of your teaching staff and also by the parents of all of your grade eleven students.
3. A covering letter for parents explaining the purpose of this information collection and requesting their co-operation.

Specific Instructions are as follows:

1. Teachers:
    a) Sampling: Assign at random Forms 1, 2 and 3 of the survey form (ie. 1/3 of your staff answers Form 1, 1/3 answers Form 2 and 1/3 answers Form 3)
    b) Administration: Distribute survey forms to your teachers and collect completed forms.

2. Students:
    a) Sampling: Assign at random Forms 1, 2 and 3 of the survey form to all students presently taking a grade eleven English course (ie. English 20 or 23). If an English course is not offered, devise a suitable means to have all Grade Eleven students respond.

3. Parents:
    a) Sampling: Assign at random Forms 1, 2 and 3 of the survey form by giving the appropriate Form to each student for delivery home.
    b) Administration: Instruct each grade eleven student to take home to their parents a sealed envelope containing a survey form and covering letter.
    c) Collect completed forms. It is unlikely that you will have all returned; however it would be appreciated if a follow-up procedure (eg. telephoning) could take place.

Return completed survey forms to my office prior to March 3, 1980. My address in Devonian Building, West Tower, 11160 - Jasper Avenue, T5K 0L2, 5th Floor.

Thank you for your co-operation.

Yours sincerely,

Mott

Terrance R. Mott
Supervisor, Guidance & Counselling

ALBERTA SCHOOL TRUSTEES ASSOCIATION

12310 – 105 AVENUE
EDMONTON ALBERTA T5N 0Y4
TELEPHONE: 482-7311

January 28, 1980.

Dear Colleague:

The Minister of Education has commissioned a Task Force on School Counselling and Guidance. The purpose of the Task Force is to determine the adequacy and quality of existing school counselling and guidance programs in Alberta schools and to develop recommendations on the basis of information gathered.

Alberta Education is aware of our interest in this vital aspect of education and has, suitably, invited our participation. In addition to representation on the membership of the Task Force, we have also been asked to obtain perceptions of existing school programs directly from our membership by means of responding to a survey form and an opinionnaire. Enclosed is one survey form and one questionnaire for your attention.

Three survey forms exist, one for each of the elementary, junior high, and senior high school grades. You will receive only one survey form for completion, however others in our Association will receive copies of the remaining two survey forms so that our membership will in fact respond to all three forms.

It would be appreciated if you would complete the survey form and opinionnaire and return both to my office prior to March 3, 1980.

Thank you for your assistance.

Yours sincerely,

Scott D. Saville
President

ALBERTA SCHOOL TRUSTEES ASSOCIATION

12310 – 105 AVENUE
EDMONTON ALBERTA T5N 0Y4
TELEPHONE: 482-7311

March 10, 1980

A REMINDER . . .

Dear Colleague:

I wrote to you last month requesting your assistance in completing a survey form and opinionnaire to be returned to my office by March 3, 1980. As you will recall, this request was in support of the Task Force on School Counselling and Guidance commissioned by the Minister of Education.

It is crucial to the success of this project that as many people respond as possible to provide the information required.

If there is something holding up your reply, and I can be of assistance, please contact me. If you have completed this task, kindly disregard the reminder.

If you have misplaced your survey form or opinionnaire you can obtain additional forms by contacting the office of Dr. Terry Mott, Alberta Education (phone 427-2899), 5th Floor Devonian Building, 11160 Jasper Avenue, Edmonton, T5K 0L2.

Your assistance is greatly appreciated.

Yours very truly,

Scott D. Saville
President

APPENDIX D

Letters to Employers, Parents, School Counsellors and Teachers

Alberta 75
1905 1980

EDUCATION

Devonian Building, West Tower
11160 Jasper Avenue
Edmonton, Alberta, Canada
T5K 0L2

January 28, 1980.

Dear Colleague:

The Minister of Education has commissioned a Task Force on School Counselling and Guidance. The purpose of the Task Force is to determine the adequacy and quality of existing school counselling and guidance programs in Alberta schools and to develop recommendations on the basis of information gathered.

Alberta Education is aware of your interest in this vital aspect of education and requests your participation. Enclosed, are survey forms and a letter from Dr. Terry Mott providing instructions for completing these forms.

It would be appreciated if you would complete the enclosed survey forms and return them prior to March 3, 1980, to the office of Dr. Terry Mott, Fifth Floor, Devonian Building, 11160 - Jasper Avenue, Edmonton, Alberta, T5K 0L2.

Thank you for your cooperation in this matter.

Yours sincerely,

James S. Hrabi,
Associate Deputy Minister.

Encl.

ALBERTA CHAMBER OF COMMERCE
212, 10201 104 Street, Edmonton, Alberta T5J 1B2 (403) 424-0531

January 25, 1980

Dear Chamber Member,

The Minister of Education has commissioned a *Task Force on School Counselling and Guidance*. The purpose of the Task Force is to determine the adequacy and quality of existing school counselling and guidance programs in Alberta schools and to develop recommendations on the basis of information gathered.

This is a logical follow-up to recommendations made in this sense at the "Education and Business" Conference held in Jasper three years ago, sponsored partially by the Alberta Chamber, and it is understandable that Alberta Education now looks to Canadian and Alberta Chamber members for further input, especially with respect to perceptions of existing school programs.

Enclosed are three survey forms - one for each of the Elementary, Junior High and Senior High School grades. Could you yourself take the fifteen minutes needed to fill out one of the forms - and perhaps one or more of your colleagues could complete the other two forms? If all three can be completed this would be especially valuable to Alberta Education.

If these forms could be returned direct to Alberta Education through the month of February, our Chamber would be most appreciative.

With many thanks,

Sincerely,

Brigham Day
General Manager

ALBERTA CHAMBER OF COMMERCE

212, 10201 104 Street, Edmonton, Alberta T5J 1B2 (403) 424-0531

January 25, 1980

Dear Chamber Member,

The Minister of Education has commissioned a *Task Force on School Counselling and Guidance*. The purpose of the Task Force is to determine the adequacy and quality of existing school counselling and guidance programs in Alberta schools and to develop recommendations on the basis of information gathered.

This is a logical follow-up to recommendations made in this sense at the "Education and Business" Conference held in Jasper three years ago, sponsored partially by the Alberta Chamber, and it is understandable that Alberta Education now looks to Canadian and Alberta Chamber members for further input, especially with respect to perceptions of existing school programs.

Enclosed are three survey forms - one for each of the Elementary, Junior High and Senior High School grades. Could you yourself take the fifteen minutes needed to fill out one of the forms - and perhaps one or more of your colleagues could complete the other two forms? If all three can be completed this would be especially valuable to Alberta Education.

If these forms could be returned direct to Alberta Education through the month of February, our Chamber would be most appreciative.

With many thanks,

Sincerely,

Brigham Day
General Manager

Alberta
EDUCATION

Devonian Building, West Tower
11160 Jasper Avenue
Edmonton, Alberta, Canada
T5K 0L2

January 28, 1980

Dear Parent:

The Minister of Education has commissioned a Task Force on School Counselling and Guidance. The purpose of the Task Force is to determine the adequacy and quality of existing school counselling and guidance programs in Alberta Schools and to develop recommendations on the basis of information gathered.

Alberta Education is aware of your interest in this vital aspect of education and requests your participation.

It would be appreciated if you would complete the enclosed survey form and return it to your school in a sealed envelope. The principal will ensure that your completed survey form will be forwarded to Alberta Education.

Thank you for your co-operation.

Yours sincerely,

TRMott

Terrance R. Mott, Supervisor
Guidance and Counselling

TRM/dg

APPENDIX E

Alberta Education News Release

Alberta NEWS RELEASE

EDUCATION

NEWS RELEASE #6 For Release: Friday, February 1, 1980.

EDMONTON -- A survey to gather data on counselling and guidance programs in Alberta schools will be conducted over the next several weeks by a Task Force on School Counselling and Guidance.

The Task Force was commissioned by the Minister of Education in March 1979 to assess the adequacy and quality of existing school counselling and guidance programs in Alberta schools and to make recommendations to him on the basis of information gathered.

The survey will sample the opinions of school guidance counsellors, teachers, students, administrators, trustees, principals, parents and members of the business community on

- the importance of various counselling and guidance services,
- the responsibility of the school to provide these services,
- whether the services are presently provided by schools, and
- the quality of services presently provided by schools.

- 30 -

Mary Ricard
Communications Director
Alberta Education
Telephone: (403) 427-2286

APPENDIX F

Opinionnaire and Accompanying Letter

Alberta 75 1905 1980

EDUCATION

Devonian Building, West Tower
11160 Jasper Avenue
Edmonton, Alberta, Canada
T5K 0L2

January 28, 1980.

Dear Colleague:

The Minister of Education has commissioned a Task Force on School Counselling and Guidance. The purpose of the Task Force is to determine the adequacy and quality of existing school counselling and guidance programs in Alberta schools and to develop recommendations on the basis of information gathered.

Alberta Education is aware of your interest in this vital aspect of education and requests your participation. Enclosed is a survey form and opinionnaire for your completion.

Three survey forms exist, one for each of the elementary, junior high, and senior high school grades. You will receive only one survey form for completion; however, some others in the respondent group that you represent will receive copies of the remaining two survey forms for completion.

It would be appreciated if you would complete the survey form and opinionnaire and return both prior to March 3, 1980 to the office of Dr. Terry Mott, Fifth Floor, Devonian Building, 11160 - Jasper Avenue, Edmonton, Alberta, T5K OL2.

Thank you for your cooperation in this matter.

Yours sincerely,

James S. Hrabi,
Associate Deputy Minister.

Encl.

ALBERTA EDUCATION OPINIONNAIRE

Identification Information

1. Please indicate (✓) the position you hold in education. Mark (✓)

Central Office Administrator ________(1)

Principal ________(2)

School Trustee ________(3)

Alberta Education Official ________(4)

HOW TO RESPOND TO THIS OPINIONNAIRE
INSTRUCTIONS TO RESPONDENTS

Each of the following pages contains two statements concerning assumptions on which both elementary and secondary school counselling and guidance programs might be based. Three types of rating scales are to be used in summarizing your opinion about each assumption. In addition, space is provided below each set of ratings to permit you to communicate your thoughts with respect to additions, deletions, changes, concerns, or suggestions.

Following are some definitions about the rating scales to be used:

The Acceptability Scale

Acceptability refers to "what ought to be" the characteristics of a school guidance and counselling program. That is, what you feel to be desirable, essential, preferred (and perhaps idealistic) in providing a foundation for a quality education program without regard to feasibility, utility and practicality matters. Acceptability is intended to be synonymous with the importance you attach to the statement.

The Feasibility Scale

In contrast, your ratings about feasibility should disregard desirability or importance. The ratings are concerned with the realities of school operation. The feasibility ratings are intended to summarize your opinion about the statement in terms of its practicality, utility and workability having regard to the availability of resources including existing attitudes, experiences, and expertise of the teaching and counselling staff.

The Clarity Scale

Your assistance is solicited in determining if the assumption statements may be made more understandable and less ambiguous. The rating scale will summarize your opinion about the degree of clarity. Once again, the comments space below each statement may be used for your suggestions concerning changes and clarifications. If you wish, you may use the space to rephrase all or part of the statement.

RECORDING YOUR RATINGS

For each statement please circle the numeral which summarize your opinion.

Acceptability Scale	Feasibility Scale	Clarity Scale
1. Totally unacceptable	1. Totally infeasible	1. Very unclear
2. Generally unacceptable	2. Infeasible	2. Unclear
3. Partially acceptable	3. Partially feasible	3. Clear, in part
4. Generally acceptable	4. Feasible	4. Clear
5. Totally acceptable	5. Totally feasible	5. Very clear

Assumption 1: School Guidance and Counselling Programs should be designed to enhance the goals of schooling of Alberta Education

These programs relate particularly to the following goals:

1. Acquire knowledge and develop skills, attitudes and habits which contribute to physical, mental and social well-being.
2. Acquire knowledge and develop skills, attitudes, and habits required to respond to the opportunities and expectations of the world of work.

Acceptability: 1 2 3 4 5 (5)

Feasibility: 1 2 3 4 5 (6)

Clarity: 1 2 3 4 5 (7)

Comments:

Assumption 2: School Guidance and Counselling Programs must help develop and protect individuality as well as promote social responsibility

These programs must provide students, teachers, and parents with assistance so that each student can become aware of and understand personal needs and how these relate to the needs of others around him.

Acceptability: 1 2 3 4 5 (8)

Feasibility: 1 2 3 4 5 (9)

Clarity: 1 2 3 4 5 (10)

Assumption 2 Cont'd

Comments:

Assumption 3: School Guidance and Counselling programs must help students become effective problem solvers

These programs must help each student to be a problem solver -- i.e., a planner, a decision maker, a self-manager -- and help him acquire the knowledge and problem solving skills required for "educated involvement" in solving problems within his life and within society. These concepts assume that students are capable of learning how to develop and pursue their life goals and plans.

Acceptability: 1 2 3 4 5 (11)

Feasibility: 1 2 3 4 5 (12)

Clarity: 1 2 3 4 5 (13)

Comments:

Assumption 4: School Guidance and Counselling Programs should be available to all students

These programs must be based on students' needs and must serve the guidance-related needs of all students at each academic level, rather than only the needs of a selected group of students. Both immediate and long-range needs must receive attention as well as normal developmental needs in areas of behavior including those related to educational and career choice.

Acceptability: 1 2 3 4 5 (14)

Feasibility: 1 2 3 4 5 (15)

Clarity: 1 2 3 4 5 (16)

Assumption 4 cont'd

Comments:

Assumption 5: School Guidance and Counselling Programs should be integrated with the educational process

Guidance and counselling objectives and procedures must be integrated into the basic instructional process of the school to help each teacher and each student and his parents recognize the relevance of the instructional program to youth development and to the life goals of each student.

Acceptability: 1 2 3 4 5 (17)

Feasibility: 1 2 3 4 5 (18)

Clarity: 1 2 3 4 5 (19)

Comments:

Assumption 6: School Guidance and Counselling Programs should be developmental as well as prescriptive or remedial

To be comprehensive, a guidance and counselling program must include interventions directly with students through both a developmental phase to prevent problems and a prescriptive phase to help students alleviate persistent problems.

Acceptability: 1 2 3 4 5 (20)

Feasibility: 1 2 3 4 5 (21)

Clarity: 1 2 3 4 5 (22)

Comments:

Assumption 7: Personnel responsible for School Counselling and Guidance Programs must be able to plan and evaluate effectively

If guidance and counselling programs are to be responsive to the differences among individuals and groups served the effectiveness of different instructional approaches, guidance programs and counselling approaches must be investigated. Planning and modifications to plans intended to meet the various needs of the school, its staff and community, and students should be based on information provided by both internal evaluation (including self-evaluation) and external evaluation.

Acceptability: 1 2 3 4 5 (23)

Feasibility: 1 2 3 4 5 (24)

Clarity: 1 2 3 4 5 (25)

Comments:

Assumption 8: School Guidance and Counselling are separate but related functions

"Guidance" is aimed at preparing students for future development and motivating them to learn about themselves, about how to relate to others, how to plan, make decisions and resolve problems. The emphasis is upon the learning of generalized understandings and skills for use in every-day situations. Affective education is a large component of guidance. Activities both curricular and non-curricular, constitute guidance.

"Counselling" is a problem-solving process in which the counsellor assists students to recognize and effectively deal with a specific problem or concern that stands as a barrier to growth, development, and satisfaction.

Acceptability: 1 2 3 4 5 (26)

Feasibility: 1 2 3 4 5 (27)

Clarity: 1 2 3 4 5 (28)

Comments:

APPENDIX G

Data Collection Forms for Input and Context Data

ALBERTA EDUCATION
COUNSELLING AND GUIDANCE
SURVEY

Schedule for Collection
of
INPUT DATA

Name of
School: ____

School
Code Number: ______________________________________

Data Collector: ______________________________

Date: ____________________________

1. Number of teachers (rate highest level only)
   - a) without a degree ______
   - b) with a bachelors degree ______
   - c) with two bachalors degrees ______
   - d) with a masters degree ______
   - e) with a doctorate degree ______
2. Student population (as of September 30, 1979) ______
3. Number of support staff - Indicate time involvement of these people in terms of full-time equivalent (F.T.E.)
   - a) secretarial: ________
     teacher/secretary ratio: ________
   - b) instructional aides: ________
     teacher/aide ratio: ________
4. Check (√) school jurisdiction personnel available for providing support services to students. Indicate time involvement of these people in terms of full-time equivalents (F.T.E.) in this school eg. 2 school counsellors each working ½ time = 1 F.T.E.

		F.T.E.
____	school psychologists	_____
____	school counsellors	_____
____	visiting teachers	_____
____	school social workers	_____
____	reading clinicians	_____
____	special education teachers	_____
____	teacher student advisor	_____
____	school nurse	_____
____	speech clinician	_____
____	others (specify)	_____

5. Identify services provided from outside of the school for school purposes. Specify the name of each agency and briefly explain services provided.

6. Qualifications of school counsellors. Check (√) appropriate categories.

(1) bachelors degree __________ number __________

(2) graduate diploma or equivalent __________ number __________

(3) masters degree __________ number __________

(4) doctorate degree __________ number __________

7. Specify the number of guidance related university courses that each school counsellor has completed.

COUNSELLOR	NO. of ½ courses (Alberta equivalent)	NO. of full courses (Alberta equivalent)
A.		
B.		
C.		
D.		
E.		
F.		

8. Briefly describe guidance facilities, materials, equipment, and resources available for guidance workers.
eg. telephone, secretarial assistance, filing cabinets, career information area, small group counselling area etc.

9. What support staff is available to the guidance program?

secretarial-clerical __________

central office __________

non-school agency support __________

other __________

10. What percent of the total school budget is expended for Guidance? What do these expenditures include ie. salaries, library, materials, supplies etc.

11. Are their community agency groups that school staff meet with regularly? If so specify what staff members meet with which community agencies for what purposes.

12. Does the school publish a regular newsletter or newspaper column to keep parents informed of school matters? If so specify communication vehicles and frequency of publications.

13. Does the school or the school system have a written policy statement and/or guidance counsellor role descriptions concerning school guidance programs? If so, kindly attach a copy of this statement and explain its etiology and development.

14. Does the school or the school system have a written guidance counsellor role description? If so, please attach a copy of this statement.

ALBERTA EDUCATION
COUNSELLING AND GUIDANCE
SURVEY

Schedule for Collection
of
CONTEXT DATA

Name of
School: ______________________________

School
Code Number: ______________________________

Data Collector: ______________________

Date: ________________

1. Type of community which school serves.

______________ rural

______________ village/town

______________ city

______________ suburban/mixed

______________ other (specify)

2. Type of school

______________ elementary

______________ elementary/junior high

______________ junior high school

______________ junior/senior high school

______________ senior high

______________ elementary/junior high/senior high

3. Average classroom enrolment (as of September 30, 1979).

Total enrolment: Average class size:

Grade 1. _________

Grade 2. _________

Grade 3. _________

Grade 4. _________

Grade 5. _________

Grade 6. _________

Grade 7. _________

Grade 8. _________

Grade 9. _________

Grade 10. _________

Grade 11. _________

Grade 12. _________

4. Describe ways in which the area served by your school might be considered unique? If so comment on these factors.

5. Percentage of students by grade that are a year or more older than the expected age for a given grade level.

1 year older   2 or more years older

Grade 1. ___________

Grade 2. ___________

Grade 3. ___________

Grade 4. ___________

Grade 5. ___________

Grade 6. ___________

Grade 7. ___________

Grade 8. ___________

Grade 9. ___________

Grade 10. ___________

Grade 11. ___________

Grade 12. ___________

APPENDIX H

Structured Interview Form

ALBERTA EDUCATION
COUNSELLING AND GUIDANCE
SURVEY

Schedule for Collection
of
Process Data

ALBERTA ELEMENTARY SCHOOL

Name of School: ______________________________

School Code Number: ______________________________

Data Collector: ______________________

Date: ____________________

PROCESS STATEMENT	Staff Responsibility				IMPLEMENTATION STRATEGIES
	Princ. or Vice-Princ.	Teacher A-all F-few	Counsellor	Other (Specify)	
ASSUMPTION: CHILDREN in our Elementary Schools need: Help to understand how their school programs and student activities relate to the world of work.					
ASSUMPTION CHILDREN in our Elementary Schools need: Help to deal with their negative feelings and attitudes which affect school work.					
ASSUMPTION: CHILDREN in our Elementary Schools need: Help to deal with their physical development concerns. Examples: physical appearance, size, posture, skin problems, weight control, physical fitness, etc.					

PROCESS STATEMENT	Staff Responsibility				IMPLEMENTATION STRATEGIES
	Princ. or Vice-Princ.	Teacher A-all F-few	Counsellor	Other (Specify)	
ASSUMPTION: CHILDREN in our Elementary Schools need: Help to develop effective study habits. Examples: learning how to organize time, concentrate, memorize, make notes, read for recall, review, take tests, etc.					
ASSUMPTION: CHILDREN in our Elementary Schools need: Help to meet people, get along with others, build friendships, etc.					
ASSUMPTION: CHILDREN in our Elementary Schools need: Help to resolve their conflicts or "fights" with parents, teachers, brothers, sisters, friends, etc.					

	Staff Responsibility				
PROCESS STATEMENT	Princ. or Vice-Princ.	Teacher A-all F-few	Counsellor	Other (Specify)	IMPLEMENTATION STRATEGIES
ASSUMPTION: CHILDREN in our Elementary Schools need: Help to develop good work habits. Examples: initiative, dependability, responsibility, trustworthiness, productivity, respect for authority, etc.					
ASSUMPTION: CHILDREN in our Elementary Schools need: Help to adjust to new school situations. Examples. Get to know the school building, where things are located, the school staff, school rules and regulations, courses and programs, student activities, graduation requirements, etc.					
ASSUMPTION: CHILDREN in our Elementary Schools need: Help to gain the acceptance and respect of their teachers and class mates.					

PROCESS STATEMENT	Staff Responsibility				IMPLEMENTATION STRATEGIES
	Princ. or Vice-Princ.	Teacher A-all F-few	Counsellor	Other (Specify)	
ASSUMPTION: CHILDREN in our Elementary Schools need: Help to learn how to make decisions to achieve their goals. Examples: Learn how to rank goals, gather relevant information, consider alternatives, consider possible consequences, make choices, take appropriate action, and evaluate progress.					
ASSUMPTION CHILDREN in our Elementary Schools need: Help to learn what the laws require and what society expects of them. Examples: Learn what is lawful and unlawful and what is acceptable in our society.					
ASSUMPTION: CHILDREN in our Elementary Schools need: Help to improve their learning skills. Examples: Learn how to listen, ask questions, read, write, compute, take notes, interview, use libraries, follow instructions, etc.					

PROCESS STATEMENT	Staff Responsibility				IMPLEMENTATION STRATEGIES
	Princ. or Vice-Princ.	Teacher A-all F-few	Counsellor	Other (Specify)	
ASSUMPTION: CHILDREN in our Elementary Schools need: Help to develop understanding and respect for other individuals and groups. Examples: Learn about racial, religious political, and sexual differences, become aware of prejudice and its effects, develop a respect for the worth, dignity, and rights of all people, etc.					
ASSUMPTION: CHILDREN in our Elementary Schools need: Help to develop a positive attitude toward work and a respect for the dignity of all forms of productive work.					
ASSUMPTION: CHILDREN in our Elementary Schools need: Help to develop self-confidence and self-esteem. Examples: Think positively, learn self-control, overcome unrealistic fears, break self-defeating habits, develop special strengths and talents.					

PROCESS STATEMENT	Staff Responsibility				IMPLEMENTATION STRATEGIES
	Princ. or Vice-Princ.	Teacher A-all F-few	Counsellor	Other (Specify)	
ASSUMPTION: CHILDREN in our Elementary Schools need: Help to develop a positive attitude toward school and a life long commitment to learning.					
ASSUMPTION: CHILDREN in our Elementary Schools need: Help to develop constructive leisure time activities which fit their interests, abilities, special talents or career goals. Examples: Sports, hobbies, arts, crafts, social clubs, reading, courses, selected T.V., etc.					
ASSUMPTION: CHILDREN in our Elementary Schools need: Help to realistically assess their interests, abilities, values, and achievements. Examples: Take standardized tests, understand the results, explore their meaning for future planning.					

PROCESS STATEMENT	Staff Responsibility				IMPLEMENTATION STRATEGIES
	Princ. or Vice-Princ.	Teacher A-all F-few	Counsellor	Other (Specify)	
ASSUMPTION: CHILDREN in our Elementary Schools need: Help to understand themselves and their developmental concerns. Examples: Explore their feelings, learn how their feelings affect their behavior, learn how their behavior affects others, decide what is important in their lives, examine the conflicts between their wants and social responsibilities, learn how they are similar to but different from others, develop an appreciation for their individuality.					
ASSUMPTION: CHILDREN in our Elementary Schools need: Help to develop an awareness of the world of work. Examples: Learn about jobs in their community, learn how the basic skills of reading, writing, and computing are used by workers.					
ASSUMPTION: CHILDREN in our Elementary Schools need: Help to develop an awareness of their local community. Examples: Learn about the various needs of people in the community and about the community services which have been developed to meet those needs.					

PROCESS STATEMENT	Staff Responsibility				IMPLEMENTATION STRATEGIES
	Princ. or Vice-Princ.	Teacher A-all F-few	Counsellor	Other (Specify)	
ASSUMPTION: TEACHERS in the Elementary School need: Help to understand individual students and their developmental needs.					
ASSUMPTION: TEACHERS in the Elementary School need: Help with specific problems in discipline and classroom management.					
ASSUMPTION: TEACHERS in the Elementary School need: Help to develop rules, regulations, and appeal procedures which are workable and fair to all students.					

PROCESS STATEMENT	Staff Responsibility				IMPLEMENTATION STRATEGIES
	Princ. or Vice-Princ.	Teacher A-all F-few	Counsellor	Other (Specify)	
ASSUMPTION: TEACHERS in the Elementary School need: Help to identify specific conditions which affect the learning of particular students.					
ASSUMPTION: TEACHERS in the Elementary School need: Help to collect accurate information about students and to use this information to promote student learning.					
ASSUMPTION: TEACHERS in the Elementary School need: Help to integrate handicapped and minority students into the mainstream of school activity.					

	Staff Responsibility				
PROCESS STATEMENT	Princ. or Vice-Princ.	Teacher A-all F-few	Counsellor	Other (Specify)	IMPLEMENTATION STRATEGIES
ASSUMPTION: TEACHERS in the Elementary School need: Help to evaluate the progress of individual students and to develop learning activities designed to meet the needs of these students.					
ASSUMPTION: TEACHERS in the Elementary School need: Help to establish better relationships and better communication with parents.					
ASSUMPTION: TEACHERS in the Elementary School need: Help to place students in special programs or groups appropriate to their interests and abilities.					

PROCESS STATEMENT	Staff Responsibility				IMPLEMENTATION STRATEGIES
	Princ. or Vice-Princ.	Teacher A-all F-few	Counsellor	Other (Specify)	
ASSUMPTION: TEACHERS in the Elementary School need: Help to assess the educational needs of students and to identify prevailing or recurring student problems within the school.					
ASSUMPTION: TEACHERS in the Elementary School need: Help to understand and to cope with the range of student interests and abilities in their classes.					
ASSUMPTION: TEACHERS in the Elementary School need: Help to arrange and conduct productive conferences with parents.					

	Staff Responsibility				
PROCESS STATEMENT	Princ. or Vice-Princ.	Teacher A-all F-few	Counsellor	Other (Specify)	IMPLEMENTATION STRATEGIES
ASSUMPTION: TEACHERS in the Elementary School need: Help to maintain a positive attitude toward their work and toward the students whom they teach.					
ASSUMPTION: TEACHERS in the Elementary School need: Help to promote the personal and social adjustment of their students.					
ASSUMPTION: TEACHERS in the Elementary School need: Help to present the educational and career implications of the school subjects which they teach.					

PROCESS STATEMENT	Staff Responsibility Princ. or Vice-Princ.	Teacher A-all F-few	Counsellor	Other (Specify)	IMPLEMENTATION STRATEGIES
ASSUMPTION: TEACHERS in the Elementary School need: Help to instruct students in the study skills and values which are related to the subjects they teach.					
ASSUMPTION: TEACHERS in the Elementary School need: Help to identify and interpret the social, cultural, and economic factors of the community which may influence student behavior.					
ASSUMPTION: TEACHERS in the Elementary School need: Help to understand the special or unique characteristics of the students they teach.					

PROCESS STATEMENT	Staff Responsibility				IMPLEMENTATION STRATEGIES
	Princ. or Vice-Princ.	Teacher A-all F-few	Counsellor	Other (Specify)	
ASSUMPTION: PARENTS with children in Elementary School need: An opportunity to review student records, and to discuss with the school the results of any standardized tests which their children may take. Examples: ability tests, aptitude tests, interest inventories, attitude scales, achievement tests, etc.					
ASSUMPTION: PARENTS with children in Elementary School need: An opportunity to cooperate with and to receive the help and support of the school in providing personal guidance to their children.					
ASSUMPTION: PARENTS with children in Elementary School need: An opportunity to discuss (individually or in small groups of parents) child development, ways of fostering sound development, the problems children often encounter, common concerns of parents, etc.					

PROCESS STATEMENT	Staff Responsibility				IMPLEMENTATION STRATEGIES
	Princ. or Vice-Princ.	Teacher A-all F-few	Counsellor	Other (Specify)	
ASSUMPTION: PARENTS with children in Elementary School need: Current information and assistance on how best to help their child with his or her school work.					
ASSUMPTION: PARENTS with children in Elementary School need: Current information regarding the learning opportunities provided by the school. Examples: courses, programs, special events, student activities, etc.					
ASSUMPTION: PARENTS with children in the Elementary School need: Help in dealing effectively with children who have learning difficulties.					

PROCESS STATEMENT	Staff Responsibility				IMPLEMENTATION STRATEGIES
	Princ. or Vice-Princ.	Teacher A-all F-few	Counsellor	Other (Specify)	
ASSUMPTION: PARENTS with children in Elementary School need: Current information about school counselling and guidance programs and how these activities can be of assistance to them and their children.					
ASSUMPTION: PARENTS with children in Elementary School need: Help to establish better relationships and better communication with the school staff concerning the needs, plans, progress, and problems of their children.					
ASSUMPTION: PARENTS with children in Elementary School need: An opportunity to inform the school of the values and character traits which they would like their child to develop.					

PROCESS STATEMENT	Staff Responsibility				IMPLEMENTATION STRATEGIES
	Princ. or Vice-Princ.	Teacher A-all F-few	Counsellor	Other (Specify)	
ASSUMPTION: PARENTS with children in Elementary School need: Help to identify appropriate community agencies for assistance with special problems affecting their childs' development. Examples: Family counselling, social assistance, alcohol and drug abuse, human rights, Alberta Mental Health Services etc.					
ASSUMPTION: PARENTS with children in Elementary School need: An opportunity to discuss with the school the long term educational and career plans of their children and how these plans relate to the child's interests, attitudes, values, ability and achievement.					
ASSUMPTION: PARENTS with children in Elementary School need: Help to deal effectively with children who have personal or social problems.					

PROCESS STATEMENT	Staff Responsibility				IMPLEMENTATION STRATEGIES
	Princ. or Vice-Princ.	Teacher A-all F-few	Counsellor	Other (Specify)	
ASSUMPTION: Elementary Teachers, Students and their parents need: Co-ordination of community agency services with school counselling and guidance services.					

APPENDIX I

Survey Responses

(Subjective Comments)

ELEMENTARY SERVICES

Teacher Comments on Elementary Services

Assumptions relating to the classroom learning environment elicited a variety of responses from teachers. Three general areas were focused upon: (1) Better learning skills, (2) maintaining a positive attitude and, (3) individualizing instruction.

Teacher comments reflected apparent concern over the home - school conflict in expectations. Perhaps a sample of such responses from teachers may clarify their concerns:

- "Excessive hours watching TV hinder study time".
- "Conflict may arise between standards of home and school".
- "Parental influence is prevalent".
- "Parents are unwilling to admit their child has a problem".

The above statements typify teacher feeling towards services to students. Perhaps teachers are reflecting some of their frustrations encountered from time to time within the classroom. It appears their prime concern relates to services which promote quality of learning and academic skills.

A similar trend emerged in the responses of teachers on services to them. The first priority lies with services devoted to enhancing improvement of instruction. A more frequent response would be "students will benefit from learning the basics", or "Individualized instruction is necessary to help problem students cope". Lower emphasis was placed upon services relating to educational and career planning.

Teachers as a respondent group were more aware of the feasibility of certain changes. Comments like "costs would be too high" (made in reference to the integration of handicapped students within the classroom) exemplified their awareness of practical issues.

Teacher Comments on Elementary Services to Parents

The same trend was apparent here where teachers ranked learning success high on their list. Again the home-school conflict was obvious. A sample of comments will indicate so:

- "Respect for the professional judgement of teacher necessary".
- "Child may lack discipline".
- "Encouraging good work habits is of great importance".

Parents Comments on Elementary Services

More parents commented on elementary services than teachers. Those parents seemed to stress services dealing with learning difficulties. A sample of those comments indicates this concern:

- "slow learners need attention in the elementary grades".
- "caution should be exercised to assure against labelling of students".
- "students should have homework".

Parents were also asking for help from the school both in the educational needs of their student and in the personal needs domain. Again, the following comments by parents substantiate this statement:

- "Parents should be contacted regarding individual students and their developmental needs".
- "An understanding of the students' family background may assist the teacher help to understand special or unique characteristics of the students".
- "Newsletters and brochures to parents could help keep parents up-to-date on current information pertaining to the school".
- "Maybe a monthly report explaining results of any tests given would assist parents".

Parents were also commenting on the classroom learning environment reflecting possible concerns for discipline within the classroom and teacher effectiveness. They voiced concerns over fairness, and consistency within the classroom on the part of teachers.

Parents were acutely aware of the high school student - teacher ratio within the schools. Perhaps they were expressing their awareness of the demands placed upon the classroom teacher while at the same time they wanted an optimum growth environment for their children.

Similar to teachers, parents ranked services relating to the world of work lower than services dealing with classroom learning. As a few parents put it, "the joy of learning should be emphasized in the elementary grades".

JUNIOR HIGH SERVICES

Student Comments on Junior High Services

It appears that very few Junior High students made comments. It is apparent from those students who did that the following sequence of priorities arise: (1) services relating to study habits and learning skills, and (2) services relating to attitude toward work followed by (3) career planning services.

Students also expressed a need to enhance services to students dealing with personal development. They suggested more inter-school activities and group projects within classes to facilitate meeting people, getting along with others, and building relationships.

Teacher Comments on Junior High Services

Visual inspection of the comments by teachers reveals that the vast majority of teachers priorize services close to the classroom higher than other such important services (as ranked by those same teachers) as career planning and personal developmental services. A sampling of typical comments follow:

- Test results should be interpreted to students
- Guidance and direction should be given to students to help them improve their learning skills
- Good example should be reflected in basic classroom management
- In-service seminars could be arranged for teachers to deal with specific discipline problems and classroom management
- Fairness and consistency should be used in developing rules, regulations, and appeal procedures for students
- Teachers are often teaching subjects they are less familiar with

There appeared to be a discrepancy between goals of home and school as experienced by many teachers. This was obvious at all three levels (elementary, junior and senior high) of schooling but even more so at the Junior High level. Again, typical comments by teachers will exemplify this trend:

- Parental influence strong in promoting positive attitude toward school
- Self-discipline needed by students toward life-long commitment to learning
- School policies should be explained to students and parents
- Parental influence is strong in developing understanding and respect for individuals and groups
- Junior High students have already developed negative feelings and attitudes which affect school work
- Both school and home should combine efforts to promote understanding
- In commenting on drug and alcohol information, teachers replied "final control comes from the parents" and "students often model parents and teachers"
- Parental attitudes towards learning should be considered to assist teachers deal effectively with children with learning difficulties

Some teachers' comments inadvertently implied that there is a danger in doing too much for students. For example, in response to the assumption regarding giving assistance to students to use community agencies, some teachers said "care should be taken to assure students that they should help themselves to see what's available in society".

Career education of a more general nature was suggested but this service was secondary to services relating to classroom instruction. Teachers cautioned against the possibility of students opting for part-time jobs to the downfall of their studies.

Many teachers vented their frustrations in coping with discipline problems, over-loaded classrooms, criticism from their employers, and teaching outside their area of expertise. They agreed more help and time is necessary but also quoted practicality issues of possible blocking.

Parents Comments on Junior High School Services

There was a fairly large proportion of parents commenting on services in the Junior High schools. Again, a trend emerged consistent with that of elementary and senior high parents in ranking services: (1) services dealing with the learning difficulties (2) help with child's personal problems and (3) career planning services. The following examples typify parental comments:

- Individual text books should be provided to the students
- Special programs are the first to go when financial restraints are applied
- Continuous newsletters to parents would help parents keep up with school news
- Parents need help trying to cope with constant changes in curriculum
- Guidance is needed but care should be taken not to make decisions for students
- Parents need support to help deal effectively with children who have learning and/or personal problems

Similarly, parents shared teachers opinions that career education of a general nature was necessary to prevent students at this early age from dropping out of school to find jobs.

Parents agreed Junior High students needed help and guidance with personal problems. Parents wanted to be included in the process of classroom learning of their children and expressed some suggestions to aid this process: communication should be opened between school and home so that school policies, curriculum changes and demands, and specific problems may be alerted to their attention.

SENIOR HIGH SERVICES

Student Comments on Senior High Services

It is interesting to note that the overall interest of students in Senior High school centered around services of career planning and further education. Employment opportunity information plus job searching skills ranked highest on their list. The following comments illustrate students feelings:

- Speakers of different agencies should be brought into the schools
- up-to-date information needed on continuing educational opportunities
- career days and field trips necessary
- part-time jobs lists should be available to students
- many students drop out of school because they don't know the purpose of learning certain subjects. If school programs were related to the world of work, students might be motivated to do well
- "Work experience" students, should be paid since some companies take advantage of "free labour"

Some students also voiced concern over the lack of alcohol and drugs information within some senior high schools. A typical comment elicited was "school avoids talking about this topic".

Some students indicated a need for the school to help them deal with personal and social problems. A few such comments may demonstrate this concern:

- school should deal with the overall attitude and causes of problems
- teachers ought to show good example in influencing student behavior

Study and learning skills received some attention as well by senior students.

Teacher Comments on Senior High Service

Teachers expressed a need for help in promoting a positive learning environment and more effective individualized instruction. Again, the following samples illustrate:

- Motivation techniques are necessary to help students maintain interest in their work
- Professional help needed (eg. in-service sessions) to help cope with specific problems in discipline and classroom management
- "Our classrooms are over-crowded". There isn't time to deal with student individual needs
- After learning disabilities are detected help is needed to help those students
- There is a lack of classroom management training for teachers
- Special programs are needed to assist students with specific needs
- Study habits should be developed

Teachers in Senior High reflected a similar concern over discrepancies between home and school attitudes and expectations. As well they noted the importance of career planning and continuing education opportunities but cautioned against any interference with study habits. Here are a few such comments:

- Part-time jobs take away from study time
- Learning is not restricted to a structured environment -- the community has influential powers as well
- Developing job searching skills is a practical and sensible idea
- Some students skip school days and come late as a result of part-time jobs

A variety of responses were made on services relating to personal and social needs. A sample of the comments made follow:

- students need help to adjust to new school situations
- motivation techniques are necessary to assist in positive attitudes
- there are dangers in informing students of their legal rights; they may take advantage of this
- professional help is needed to help teacher deal with personal and social problems

Teachers at this level -- alike at the junior and elementary levels -- were aware of the feasibility of implementing a lot of changes within the school. They referred to budgeting constraints, over-crowding, and lack of time as blocks to their movement.

Parents Comments on Senior High Service

Parental comments reflected the general concensus of the study. Parents ranked career planning and job search skills high on their list followed by study and learning skills. Personal-social needs were also rated high. The following comments typify their feelings on career and continuing education:

- students need help to find job opportunities
- career days and field trips are necessary
- in small, rural communities community agencies may not exist
- some realistic career goals of students are hindered by parents' unrealistic goals for their children

Parents showed concern over promoting a positive learning environment as well. To illustrate, here is a sample of their comments:

- students drop out or quit school without too much concern by teachers
- classes could be more interesting and challenging
- programs in the schools are too specialized
- the home room system helps to develop a sense of belonging within students
- what's needed is an emphasis on teacher's ability to teach rather than on qualifications
- developing self-confidence and self-esteem is a foundation for all learning
- the classrooms are over-crowded
- fairness and consistency are necessary in promoting school rules and regulations
- both the bright student and the slow learner needs are not being met
- good attitudes are modelled -- not taught
- the teacher is the first person to detect a child's learning problem

Senior High parents were expressing a need for better communication between home and school. As in the other levels, they expressed frustration with the constantly changing curricula and evaluation procedures -- they seek school help here.

A variety of other concerns surfaced. Parents were concerned over possible invasion of privacy by the schools in collecting personal and familial information on them. They also asked for assistance from the school in interpreting test results to them as well as help in setting consistent study schedules for their children.

SUMMARY

Visual inspection of the subjective comments reveals a trend consistent with the overall findings of the study. More parents and teachers made comments than students.

Respondents (parents and teachers) at the elementary level stressed services dealing with the classroom -- ie. 1) effective learning skills, 2) developing study habits and 3) promoting a positive learning attitude.

At the elementary level, teachers were concerned over individualizing instruction and understanding individual student problems. They expressed a need for professional help in identifying problem areas as well as help after the diagnosis.

Parents expressed a need for help in coping with their children's learning and personal problems. They were seeking improved communication between home and school.

All respondents at the Junior High level rated services in the following order: 1) learning and study skills, 2) promotion of positive attitudes and 3) general career education. Very few students made comments but the contributing ones expressed similar concerns over successful learning within the classroom plus social-person concerns.

Similarly, the Junior High teachers are concerned over issues like individualizing instruction and maintaining a positive attitude within the classroom. It is interesting to note that decision making and career education creeps into the picture in a minor role.

Parents in the Junior High share the same concerns as those in the elementary level. They want help with understanding their child and his problems. They also seek better communications between home and school.

Senior High services shift focus from the classroom environment to career and job-searching skills. Study and learning skills follow suit in priority.

Students felt their greatest need in the area of career planning followed by personal and social concerns. Both teachers and parents expressed a need for effectiveness training in-service. Communications between home and school ranked high here as well.

Parents at all three levels ultimately indicated a concern with the future of their children -- "our children are the most precious natural resources that we have". They are frustrated with the constant changes in curriculum and expressed their inability to cope with them. Parents indicated a concern over teachers attitudes, values, and overall approach to education. Teachers, meanwhile, stressed the role (sometimes conflicting with school) of the parents and the home environment.

Generally, all respondent groups supported the assumptions presented. They -- particularly parents and teachers -- cautioned the problems implementation may present. All in all, groups vented their frustrations with the present system.

APPENDIX K

Average Adequacy Indices: Services Clusters

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Average Adequacy* Indices

for the Total Sample for Individual Services

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* Adequacy = $(I_i \times R_i \times P_i) / N$ for each service specified

APPENDIX K

Average Adequacy Indices
Services Clusters

Average Adequacy: Level of Education: All Services

	$\bar{X}$	Sx	N
Elementary	5.68	2.92	1833
Junior High	4.27	2.72	5235
Senior High	4.46	2.54	7074
TOTAL	4.54	2.70	14142

Average Adequacy: Level of Education: Services to Students

	$\bar{X}$	Sx	N
Elementary	6.16	3.80	2141
Junior High	4.65	3.75	6158
Senior High	4.59	3.66	8230
TOTAL	4.82	3.75	16529

Average Adequacy: Level of Education: Services to Teachers

	$\bar{X}$	Sx	N
Elementary	5.72	3.03	2252
Junior High	4.34	2.76	6091
Senior High	5.08	2.61	8258
TOTAL	4.90	2.77	16601

Average Adequacy: Level of Education: Services to Parents

	$\bar{X}$	Sx	N
Elementary	5.22	3.60	2244
Junior High	4.10	3.67	6403
Senior High	3.59	3.46	8570
TOTAL	3.99	3.59	17217

Average Adequacy: All Services

	$\bar{X}$	Sx	N
Students	4.08	2.43	7324
Adults	5.05	2.88	6918
TOTAL	4.54	2.70	14142

Average Adequacy: Service to Students

	$\bar{X}$	Sx	N
Students	4.27	3.51	8204
Adults	5.36	3.89	8325
TOTAL	4.82	3.75	16529

Average Adequacy: Service to Teachers

	$\bar{X}$	Sx	N
Students	4.56	2.54	8161
Adults	5.23	2.94	8440
TOTAL	4.90	2.77	16601

Average Adequacy: Service to Parents

	$\bar{X}$	Sx	N
Students	3.27	3.43	8392
Adults	4.68	3.61	8825
TOTAL	3.99	3.59	17217

APPENDIX K

Average Adequacy* Indices for the Total Sample for Individual Services

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* Adequacy = $(I_i \times R_i \times P_i) / N$ for each service specified

SERVICES TO ELEMENTARY SCHOOL STUDENTS

Mean Ratings: Adequacy

SERVICE* (Help to ...)	ADEQUACY (Adults only)
Improve learning skills	10.38
Develop effective study habits	7.25
Develop good work habits	6.86
Develop self-confidence, self esteem	5.50
Develop understanding of individuals and groups	5.74
Develop positive attitude to school, learning	6.09
Deal with negative feelings, attitudes, that effect school	4.77
Learn what the laws require, what society expects	5.35
Gain acceptance, respect of teachers, classmates	6.13
Adjust to new school situations	9.11
Positive attitude toward work, respect for dignity of work	5.77
Learn to make decisions to achieve goals	5.25
Help to meet people, get along, build friendship	5.47
Understand themselves, developmental concerns	4.59
Resolve conflicts, fights	3.83
Develop awareness of world of work	4.55
Deal with physical development concerns	4.47
Develop leisure time activities	5.09
Understand how school programs, activities relate to work	4.27
Realistically assess interests, values, achievements	4.68
Develop awareness of local community	3.40

* Services ranked in order of perceived importance

SERVICES TO ELEMENTARY SCHOOL TEACHERS

Mean Ratings: Adequacy

SERVICE* (Help to ...)	ADEQUACY (Adults only)
Maintain positive attitude toward work, students	6.24
Understand individual students, their developmental needs	5.79
Identify specific conditions that affect student learning	5.96
Evaluate student progress: provide activities to meet needs	7.88
Assess educational needs of students	7.16
Understand special characteristics of students	5.77
Specific problems in discipline, class management	6.34
Place students in special programs, suited to needs	7.34
Establish better relationships with parents	6.78
Develop rules, appeal procedures, fair to students	6.68
Understand and cope with student interests, abilities	6.29
Integrate handicapped, minorities in mainstream	4.23
Promote personal, social adjustment of students	4.74
Collect accurate information re students: use for learning	5.29
Instruct students in skills, values, related to subjects	6.21
Arrange and conduct productive parent conferences	7.61
Identify social, cultural community factors	3.40
Present educational, career implications of subjects	3.62

* Services ranked in order of perceived importance

SERVICES TO PARENTS: ELEMENTARY SCHOOLS

Means Ratings: Adequacy

SERVICE* (Help to ...)	ADEQUACY (Adults only)
Deal with children: learning difficulties	6.05
Deal with children: personal/social difficulties	4.30
Information: learning opportunities at school	8.97
Identify agencies: assist child development problems	4.19
Better communication: school staff: re child	6.80
Opportunity to review student records, tests	6.38
Assistance to help child with school work	5.49
Information: school guidance and counselling programs	4.51
Receive help re personal guidance of children	4.86
Opportunity to discuss child development, problems	3.07
Inform school: values for their children	2.88
Discuss long term educational plans	2.82

* Services ranked in order of perceived importance

SERVICES TO JUNIOR HIGH SCHOOL STUDENTS

Mean Ratings: Adequacy

SERVICE* (Help to ...)	ADEQUACY		
	TOTAL	STUDENTS	ADULTS
Improve learning skills	9.50	9.59	9.37
Develop effective study habits	5.74	5.51	6.02
Develop characteristics to get and hold a job	4.64	4.46	4.85
Plan education programs related to skills, etc.	5.10	4.48	5.78
Learn about alcohol and drugs	4.16	3.93	4.40
Adjust to new school situations	7.23	5.36	9.27
Develop self-confidence, self-esteem	3.89	3.36	4.46
Make decisions to achieve goals	4.34	4.33	4.37
Deal with negative feelings: school work	4.50	4.40	4.61
Learn what laws require, society's expectations	3.89	4.05	3.71
Understanding of individuals and groups	4.45	4.15	4.80
Positive attitude toward work, dignity of work	3.97	4.31	3.52
Develop realistic career goals	4.34	4.32	4.36
Develop positive attitude to school	4.60	4.61	4.59
Gain respect of teachers, classmates	4.86	4.76	4.99
Understand how school relates to work	4.55	4.97	3.99
Learn continuing education opportunities	4.07	3.63	4.59
Develop job searching skills	2.69	2.74	2.62
Realistically assess interests, etc.	4.60	4.36	4.92
Be informed re Alberta career opportunities	3.09	3.08	3.11

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SERVICES TO JUNIOR HIGH SCHOOL STUDENTS

Mean Ratings: Adequacy

SERVICE* (Help to ...)	ADEQUACY		
	TOTAL	STUDENTS	ADULTS
Meet people, get along	3.26	2.52	4.15
Understand themselves, development	3.27	2.97	3.64
Declare individual and human rights	2.42	2.28	2.59
Enter program at another institution	3.69	3.44	4.03
Constructive leisure time activities	5.10	5.26	4.88
Assistance of community agencies	2.76	2.82	2.68
Resolve conflicts, "fights"	3.36	3.27	3.47
Deal with physical development concerns	3.81	3.70	3.96
Change school programs: new circumstances	3.96	3.16	4.85
Get appropriate work experience	1.83	2.25	1.27

* Services ranked in order of perceived importance

SERVICES TO JUNIOR HIGH SCHOOL TEACHERS

Mean Ratings: Adequacy

SERVICE* (Help to ...)	ADEQUACY TOTAL	STUDENTS	ADULTS
Maintain positive attitude to work, students	4.79	4.90	4.66
Understand individual students, their needs	4.59	4.17	5.11
Identify conditions: learning: particular students	4.56	4.27	4.91
Evaluate progress: develop activities: individual students	5.03	4.45	5.81
Understand unique characteristics of their students	4.22	3.78	4.72
Understand, cope: student interests, abilities	4.41	4.19	4.70
Develop rules: fair to all students	5.71	5.56	5.90
Assess education needs: students	4.69	3.93	5.71
Instruct: values to subjects taught	5.66	5.98	5.27
Place students: special programs, groups	5.07	4.80	5.42
Problems: discipline, management	4.82	4.39	5.34
Integrate handicapped, minority, into mainstream	3.29	3.35	3.21
Present career, educational implications: subjects	3.75	3.77	3.73
Collect information re students: promote learning	3.81	3.33	4.42
Encourage personal, social development: students	3.79	3.50	4.12
Establish better relationships: parents	4.47	3.63	5.60
Social, cultural factors: student behavior	3.09	3.37	2.77
Arrange parent conferences (productive)	5.72	5.07	6.61

*Services ranked in order of perceived importance

SERVICES TO PARENTS: JUNIOR HIGH SCHOOL

Mean Ratings: Adequacy

SERVICE* (Help to ...)	ADEQUACY		
	TOTAL	STUDENTS	ADULTS
Deal effectively children: learning difficulties	5.18	5.63	4.60
Deal effectively children: personal, social problems	3.44	3.28	3.63
Information: learning opportunities at school	6.82	5.92	8.01
Information: help child with school work	3.99	3.96	4.04
Review student records, tests	5.18	4.71	5.73
Establish better relationships: school staff	4.60	3.90	5.55
Identify community agencies: assistance	2.82	2.60	3.06
Information: school guidance programs	3.80	3.47	4.24
Cooperate with school: personal guidance of children	3.76	3.03	4.65
Discuss long term career plans: school	3.27	2.98	3.61
Inform school: values preferred for child	2.81	2.69	2.95
Discuss child development, problems	2.39	2.28	2.52

*Services ranked in order of perceived importance

SERVICES TO SENIOR HIGH SCHOOL STUDENTS

Mean Ratings: Adequacy

SERVICE* (Help to ...)		ADEQUACY	
	TOTAL	STUDENTS	ADULTS
Plan individualized education programs	8.30	8.26	8.35
Develop realistic career goals	7.33	7.83	6.73
Select and enter program: another institution	7.34	7.43	7.24
Improve learning skills	8.80	8.52	9.12
Learn continuing educational opportunities	9.25	9.78	8.62
Learn to make decisions to achieve goals	6.20	6.54	5.79
Develop job search skills	4.84	4.77	4.92
Develop characteristics to get and and hold a job	4.88	4.64	5.18
Develop effective study habits	4.45	3.79	5.24
Keep informed: career opportunities in Alberta	6.50	6.93	6.00
Adjust to new school situations	8.22	7.23	9.51
Develop positive attitude to work	3.68	3.48	3.92
Change school programs: new circumstances	8.50	8.68	8.27
Develop self-confidence, self-esteem	3.36	2.70	4.21
Learn what laws require, society expects	4.44	4.46	4.41
Learn about alcohol and drugs	3.75	3.31	4.31
Deal with negative feelings that affect school work	3.48	2.95	4.16
Develop understanding: other individuals, groups	4.11	3.59	4.79
Understand how school programs relate to work	4.78	4.45	5.17
Assess their interests, abilities, etc.	5.31	4.79	5.91

*Services ranked in order of perceived importance

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SERVICES TO SENIOR HIGH SCHOOL STUDENTS

Mean Ratings: Adequacy

SERVICE* (Help to ...)	ADEQUACY		
	TOTAL	STUDENTS	ADULTS
Declare their individual and human rights	2.36	2.09	2.71
Develop positive attitude to school, learning	3.44	2.82	4.20
Understand selves, development	2.85	2.36	3.44
Seek assistance of community agencies	2.42	1.89	3.06
Gain respect of teachers, classmates	3.45	2.80	4.23
Meet people, get along with others, etc.	3.07	2.38	3.90
Get appropriate work experience	5.23	6.09	4.22
Develop constructive leisure activities	4.67	4.67	4.67
Resolve conflicts, "fights"	2.73	2.31	3.22
Deal with physical development concerns	2.77	2.49	3.09

*Services ranked in order of perceived importance

SERVICES TO SENIOR HIGH SCHOOL TEACHERS

Mean Ratings: Adequacy

SERVICE* (Help to ...)	ADEQUACY		
	TOTAL	STUDENTS	ADULTS
Maintain positive attitude to work, students	7.01	6.89	7.17
Understand individual students, developmental needs	3.94	3.41	4.59
Identify conditions that affect student learning	3.89	3.25	4.65
Evaluate student progress: develop learning activities	4.85	4.33	5.47
Assess educational needs of students	5.02	4.81	5.28
Develop rules fair to all students	5.54	5.10	6.08
Understand special characteristics of students	4.22	3.91	4.63
Understand student interests, abilities	4.13	3.92	4.39
Present educational, career implications: subjects	5.34	5.36	5.32
Place students in special programs, groups	4.68	4.14	5.34
Instruct in study skills related to subjects	5.54	5.59	5.47
Integrate handicapped, minority: mainstream	3.07	3.06	3.09
Problems in discipline, management	4.12	3.35	5.05
Encourage personal, social development of students	3.66	3.29	4.14
Collect information and use to promote learning	3.58	2.69	4.68
Establish better relationships with parents	4.27	3.38	5.33
Arrange and conduct parent conferences	4.83	3.89	5.95
Identify social, cultural factors: student behavior	2.76	2.85	2.64

* Services ranked in order of perceived importance

SERVICES TO PARENTS: SENIOR HIGH SCHOOLS

Mean Ratings: Adequacy

SERVICE* (Help to ...)	ADEQUACY		
	TOTAL	STUDENTS	ADULTS
Deal effectively with children: learning problems	3.32	2.80	3.94
Deal effectively with children personal, social problems	3.04	2.66	3.54
Get information: learning opportunities at school	6.93	5.65	8.41
Establish better relations: school staff	4.13	3.19	5.22
Get information: school guidance programs	3.97	3.34	4.71
Identify agencies: additional help	2.56	2.02	3.25
Discuss long term educational, career plans	4.05	3.39	4.89
Review student records, tests	4.36	3.55	5.35
Cooperate with school re child's personal guidance	3.37	2.39	4.54
Get information to help child with school work	2.35	1.67	3.18
Inform school of values they prefer taught	2.44	1.95	3.10
Discuss child development, problems	1.72	1.15	2.40

* Services ranked in order of perceived importance

APPENDIX L

Responsibility of Schools:

Shared and School Responsibility

SERVICES RATED AS SHARED RESPONSIBILITY

Target of Service		Elementary	Junior High	Senior High
Students	1.	Resolve conflicts, fights	Help meet people, get along	Resolve conflicts, "fights"
	2.	Physical development	Understand selves, development	Meet people, get along
	3.	Build friendships	Deal with physical development	Assistance: Community agencies
	4.	Leisure activities	Get appropriate work experience	Understand selves, development
Teachers	1.	Identify social factors	Encourage personal-social development of students	Better relationships: parents
	2.	Social adjustment of students	Understand socio-cultural factors	Identify socio-cultural factors
	3.	Better relationships: parents	Better relationships: parents	Encourage personal-social development of students
	4.	Integrate handicapped	Arrange parent conference	Arrange parent conference
Parents	1.	Discuss child development	Discuss child development	Discuss child development
	2.	Inform school: values	Deal with child personal problems	Identify agencies for help
	3.	Discuss long term plans	Identify community agencies	Deal with personal social problems
	4.	Receive help: personal guidance of children	Cooperate with school re personal guidance of children	Inform school: values

SERVICES RATED HIGHEST AS SCHOOL RESPONSIBILITY

Target of Service	Elementary	Junior High	Senior High
Students	1. Adjust to new school situations	Improve learning skills	Improve learning skills
	2. Improve learning skills	Adjust to new school situations	Adjust to new school situations
	3. Develop effective study habits	Learn how school relates to work	Change school program
	4. Assess interests, values	Assess interests, values	Continuing educational opportunities
Teachers	1. Evaluate student progress	Positive attitude	Positive attitude
	2. Positive attitude	Develop fair procedures	Evaluate student progress
	3. Assess educational needs	Evaluate student progress	Develop fair procedures
	4. Develop fair procedures	Relate values to subjects	Present career implications
Parents	1. Learning opportunities at school	Learning opportunities at school	Learning opportunities at school
	2. Info: guidance programs	Info: guidance programs	Info: guidance programs
	3. Review student records	Review student records	Review student records
	4. Help child with school work	Deal with learning difficulties	Deal with learning difficulties